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The total variety of ways in which parents learn to care for their children during different stages of their development is impossible to ascertain. Numerous programs are available to aid parents in understanding children, and evaluation of these programs is difficult. To determine the reception and effectiveness of such resources, 496 mothers of randomly selected rural elementary school pupils were asked to recall from memory the services of information which they had utilized and the sources from which they were obtained. Findings were presented as Descriptive Results and Inferential Results, subdivided by: (1) Sources of Information, (2) Types of Information and Services Received, (3) Desired Services and Information, (4) Related Subjects. The appendix contains titles of selected publications and the number of mothers familiar with them, or similar publications and the relationships between variables and items which were statistically significant. (FP)

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Information And Services
Obtained And Desired
By Parents
Of Elementary School Children.

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North Carolina Agricultural Experiment Station, Raleigh
In Cooperation with the
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Foreword

Objectives for North Carolina Agricultural Experiment Station Project 3024, "The Acceptance of Certain Youth Programs and Services by Rural Families in North Carolina," are to determine: (1) sources from which parents of young children receive information and services regarding child care and development; (2) types of information and services regarding child care and development which they receive; and (3) types or sources of information and services for which parents of young children express a need.

Division of study into Age Levels was made in accordance with the belief that the developmental stages of children may alter the services utilized or needed by parents. Results of Age Level I concerned with children younger than three years and of Age Level II concerned with preschool children between three and six years of age were published in North Carolina Agricultural Experiment Station Technical Bulletin Numbers 149 and 167, respectively. (Single copies of both are available from the authors until the supply is depleted.) The current report is for Age Level III, in sequence, involving parents of children in elementary grades one through six. Because the age span is twice as great as in the two previous divisions, the sample was increased accordingly. Data collection is progressing in the fourth, and final, Age Level with parents of adolescents.

Mrs. Nancy Holt, Mrs. Louise Wilson, Mrs. Jane Metcalf, and Mrs. Frances Allen who conducted interviews in Age Level III made a most valuable contribution in the collection of raw data, and the research staff is grateful for their conscientious efforts in obtaining useful information. The 496 mothers who cooperated with their time and interest in answering questions and talking about their concerns with interviewers made this study possible, and genuine appreciation is hereby expressed to each of them.

INFORMATION AND SERVICES OBTAINED AND DESIRED BY PARENTS OF ELEMENTARY SCHOOL CHILDREN

Introduction

The total variety of ways in which parents learn to care for their children during different stages of their development is impossible to ascertain. Many methods and learnings are indirect and knowledge is acquired concomitantly; however, there are numerous programs specifically planned to aid parents in acquisition of understandings and skills regarding children. As such programs have increased, difficulty has arisen in evaluation either pertaining to their effectiveness or to numbers of parents reached. Predetermined questions have created the risk of overlooking important local parent education resources. A sociologist (Brim, 1959, p. 115) has suggested that one approach to the question of who are reached by selected techniques would be to determine the parents never reached and subtract that number from the total population of parents. He immediately refuted his own suggestion with the limitation that such study would not report totals for those never reached by any technique.

The method to determine reception and effectiveness of information, services, and resources in this study permitted randomly selected mothers of children of various ages to recall from memory the services or information they had utilized and the sources from which they were obtained. Initial questions based on the supposition that the majority of mothers would recall important services and sources were supplemented by direct questions regarding the known persons and agencies which provide parent education information or services. Mothers' appraisals of the value of such information and services were also sought.

Procedures. The major difference between procedures followed for Age Level III and the previous divisions (Sperry and Garner, 1962, pp. 6-8 and Garner and Sperry, 1965, p. 5) was the sample selection. In three counties contiguous with the original counties included in Age Level I, approval was secured from administrators for use of school records in selecting the sample. Parents' names, address, and mother's employment plus grade and age for each child were recorded for every fifteenth child in grades one through six in all predominantly white rural elementary schools. When school records lacked directions, the selected children supplied instructions for reaching their homes and the working hours of employed mothers; thus, much difficulty in location of homes and necessity for returns were eliminated. With the aid and convenience of local interviewers, employed mothers were included in the same ratio in the population as unemployed mothers, providing a more representative sample than in earlier Age Levels.

Locales of the three counties chosen for this study supplied meaningful variations in the possible environmental conditions and influences of subjects. A mountainous county having no town with a population greater than that defined as village in this study (2,499), limited in industry, and inaccessible by railroad was designated as somewhat characteristic of more isolated regions. Small-scale farming combined with part-time, usually odd, jobs were more typical in this than in other counties. (Approximately 95 per cent of fathers in the sample with secondary occupations were in the mountain county.) Another county was more sparsely populated, had a very high rate of employment, and had realized rapid growth of industries but had retained low income levels. (Almost exactly 50 per cent of the mothers in the sample from this county were employed gainfully outside their homes. In contrast, the 1960 census revealed that approximately 35 per cent of married women were employed, and the rate was probably smaller if only mothers had been enumerated.) A large portion of the sample lived in mill communities on the outskirts of the county seat which was small and was the only town in the county. Specialized and professional resources regarding children were meager in both of these counties. The third county had an industrialized center, large rural population which was widely distributed, and several villages. Educational and employment status ranged higher and opportunities were more varied than in the other two counties.

Sample. Description of the sample is summarized from twenty-six items of demographic information obtained initially in interviews. Numbers and per cents are proportions from the total sample of 496 families.

I. CHILD

A. **Age**	**Number**	**Per cent**
6 years	35	7.1
7 years	75	15.1
8 years	74	14.9
9 years	75	15.1
10 years	87	17.5
11 years	84	16.9
12 years	55	11.1
13 years and older.		

B. **Grade in school**	**Number**	**Per cent**
First	77	15.5
Second	77	15.5
Third	83	16.7
Fourth	82	16.5
Fifth	91	18.3
Sixth	86	17.3

C. **Sex**	**Number**	**Per cent**
Male	243	49.0
Female	253	51.0

D. **Number extra-curricular activities**	**Number**	**Per cent**
None	356	71.8
1	95	19.1
2	38	7.7
3	5	1.0
4	2	.4

E. **Number home responsibilities**	**Number**	**Per cent**
None	38	7.7
1	191	38.5
2	126	25.4
3	85	17.1
4	33	6.7
5	16	3.2
6	7	1.4

F. **Number sharing bedroom with child**	**Number**	**Per cent**
None	130	26.2
1	234	47.2
2 and more	132	26.6

G. **School attendance (percentage of absences)**	**Number**	**Per cent**
0-5	340	68.5
6-10	91	18.3
11-15	35	7.1
16 and above	15	3.0
Inadequate record	15	3.0

II. MOTHER AND FATHER

A. **Age**	**Father**		**Mother**	
	Number	**Per cent**	**Number**	**Per cent**
29 and under	29	5.8	74	14.9
30-39	247	49.8	278	56.1
40-49	168	33.9	122	24.6
50 and above	52	10.5	22	4.4
Mean age:	39.5 years		36.1 years	
Age range:	23-74 years		22-53 years	

B. **Occupation**	**Father**		**Mother**	
	Number	**Per cent**	**Number**	**Per cent**
Professional, technical	33	6.7	10	2.0
Farmers	75	15.1		
Managers, officials, proprietors	50	10.1		
Clerical, sales and kindred	36	7.3	51	10.3
Craftsmen, foremen and kindred	125	25.2	24	4.8
Operatives and kindred	149	30.0	118	23.8
Other service workers, laborers (including unemployed)	28	5.6	7	1.4
Housewife, only			157	31.7
Housewife, assists farming or other work of husband			129	26.0
Secondary occupations	22*			

* (Distribution was: farmers—5; clerical—2; craftsmen—5; operatives—4; and service and other laborers—6. One father had a tertiary occupation, not recorded herein, as artificial breeder.)

C. **Education**	**Father**		**Mother**	
	Number	**Per cent**	**Number**	**Per cent**
0-8 years	210	42.3	136	27.4
Some high school (may include trade or vocational school)	96	19.4	128	25.8
High school graduation	118	23.8	172	34.7
Trade, industrial, or vocational school after graduation	22	4.4	23	4.6
Some college	16	3.2	12	2.4

	Father		Mother	
	Number	**Per cent**	**Number**	**Per cent**
College graduation or beyond	34	6.9	25	5.0
Range of education:	0-21 years		0-17 years	
Mean years of education:	9.2 years		10.0 years	

D. **Reared on farm**

	Father		Mother	
	Number	**Per cent**	**Number**	**Per cent**
Yes	325	65.5	301	60.7
Partially	30	6.0	21	4.2
Rural non-farm	33	6.7	47	9.5
Urban	108	21.8	127	25.6

E. **Number of special interests**

	Father		Mother	
	Number	**Per cent**	**Number**	**Per cent**
None	31	6.2	42	8.4
1	106	21.4	102	20.6
2	124	25.0	101	20.4
3	93	18.8	82	16.5
4	71	14.3	54	10.9
5 or more	71	14.3	125	23.2

F. **Home economics education of mother**

	Number	**Per cent**
None	178	35.9
1 year in high school	58	11.7
2 or more years in high school	251	50.6
College (including combination with high school)	9	1.8

G. **Mother's prior experience with children** (number of ways)

	Number	**Per cent**
None	1	.2
1	6	1.2
2	39	7.9
3	109	22.0
4	111	22.4
5	91	18.3
6 or more	139	28.0

H. **Family participation score***

	Number	**Per cent**
None	52	10.6
1-10	170	34.3
11-20	161	32.4
21-30	67	13.5
31 and over	46	9.3

Score range: 0-101

* The family participation score is half of the combined scores for the father and mother, based on their degrees of involvement in community organizations as determined by a social participation scale adapted from Chapin, Stuart, **Experimental Design in Sociological Research.** New York: Harper and Row, 1955, pp. 276-277. Permission for use obtained from the publishers with credit to the author.

III. SIBLINGS

A. **Number** (includes half-siblings)

	Number	**Per Cent**
None	31	6.3
1	113	22.8
2	141	28.4
3	84	16.9
4	54	10.9
5	29	5.8
6 or more	44	8.9

Range: 0-11

B. **Position of siblings**	**Number**	**Per Cent**
Older only, same sex	38	7.7
Older only, other sex	48	9.7
Older only, both sexes	70	14.1
Younger only, either sex	135	27.2
Combination older (same or both sexes) and younger	148	29.8
Combination older (other sex only) and younger	26	5.2
Only child	31	6.3

IV. RESIDENCE AND HOME

A. **Location**	**Number**	**Per cent**
Open country	255	51.4
Clustered (pop.: -49)	79	15.9
Hamlet (pop.: 50-249)	39	7.9
Village (pop.: 250-2499)	123	24.8

B. **Number different communities of residence** A. **Location**	**Number**	**Per cent**
1	284	57.3
2	108	21.8
3	58	11.7
4	26	5.2
5 or more	20	4.0

C. **Frequency of newspaper**	**Number**	**Per cent**
Daily	359	72.4
Weekly, bi-weekly, or irregularly	60	12.1
None	77	15.5

D. **Number of magazines**	**Number**	**Per cent**
1	52	10.5
2	70	14.1
3	76	15.3
4	71	14.3
5 or more	152	30.6
None	75	15.1

Results

Interviews with 496 mothers of elementary school children followed a guide of forty-eight separate questions organized around three project objectives: determination of sources from which parents received assistance, types of assistance received, and expressed desires for assistance regarding child care. Two types of data, descriptive and inferential, are presented according to the general outline which follows.

I. SOURCES OF INFORMATION AND SERVICES

- A. Primary recall of sources
- B. Most helpful source
- C. Specific
  - 1. Selected publications
  - 2. Selected sources
    - a. Physicians

    - b. Agricultural Extension Service
    - c. Health department
    - d. Red Cross
    - e. School
    - f. Library
    - g. Church
    - h. Commercial companies
    - i. Radio
    - j. Television
    - k. Newspaper
    - l. Magazines
    - m. Relatives, friends

D. Very helpful selected sources

II. TYPES OF INFORMATION OR SERVICES RECEIVED

A. From sources named in primary recall

B. Most helpful type of information (primary recall)

C. From selected sources

- 1. Physicians
- 2. Agricultural Extension Service
- 3. Health department
- 4. Red Cross
- 5. School
- 6. Library
- 7. Church
- 8. Commercial companies
- 9. Radio
- 10. Television
- 11. Newspaper
- 12. Magazines
- 13. Relatives, friends

D. Regarding specific concerns

- 1. Physical
- 2. Social
- 3. Educational
- 4. Emotional

III. DESIRED SERVICES AND INFORMATION

A. General

- 1. Information or service
- 2. Sources for information or service desired

B. Specific

- 1. Preferred means for obtaining assistance and reasons for preference
- 2. Selected publications
- 3. Desired selected sources
    - a. Sources
    - b. Types of information or assistance

- C. Desired assistance regarding specific concerns
    - 1. Physical
    - 2. Social
    - 3. Educational
    - 4. Emotional

IV. RELATED SUBJECTS

- A. Traits of child
    - 1. Desirable or pleasing
    - 2. Undesirable or displeasing
- B. Concerns and problems considered important
    - 1. Early school period
    - 2. Anticipated in the future
- C. Suggestions for assistance for concerns and problems
    - 1. For early school period
    - 2. For the future

Descriptive Results

Frequencies and percentages in the various classifications of responses to forty-eight questions in interviews provide the descriptive data presented here in simplified tables. For most questions, total frequencies are greater than the number of subjects (496) because individuals could give multiple answers; thus, unless clearly stated otherwise, percentages are based on numbers of recorded responses rather than numbers of respondents. In each separate classification, however, only a single response was recorded for each subject. For example, a mother could have replied to the first question regarding her resources that she received assistance from the family doctor, pediatrician, and dentist. Because all three sources are grouped into a broad classification of physicians and other medical personnel, only one response was recorded instead of three. By employing this method of coding, frequencies for separate classifications can be discussed as number of respondents rather than responses. Classifications of "no response" and "non-specific" are omitted in most tables although frequencies were maintained for consideration when deemed desirable. "Other" classifications contain definite responses but in varieties and numbers too small to justify separate listings; accordingly, "other" is placed at the end of lists although the total frequency may be greater than some of the preceding classifications.

I. Sources of Information and Services

A. Primary recall of sources

The first interview question was designed to elicit from mothers what their sources of child care assistance had been since the selected children entered school. No suggestions of appropriate answers were given by interviewers so that respondents had to rely on memory and their unrestricted ideas of sources. Categories, frequencies of responses, and percentages based on all answers were:

F	Sources Named Initially	% of Responses
338	School personnel and resources	36.4
163	Relatives and acquaintances	17.6
110	Doctors and other medical personnel	11.8
99	Mother and mother-in-law	10.7
74	Church personnel and programs	8.0
67	Experience or observation of children	7.2
48	Reading materials and library resources	5.2
24	Organizations and personnel	2.6
5	Other	.5

Although 26 mothers either stated they had received no assistance from any sources or did not respond to the question, the remaining 470 respondents recalled a total of 928 sources. While the mean was approximately two (1.97), the number of sources ranged to five separate classifications for several respondents. School sources named by 68.1 per cent of all respondents were foremost, being two times as great as the next most frequent classification which was relatives and acquaintances. Mother and mother-in-law were separated for comparative purposes but appropriately would have swelled responses in the classification of relatives and acquaintances although not by the total 99 because of overlapping of relatives. Doctors and other medical personnel and programs were named by 22 per cent of all respondents, church personnel and programs by 15 per cent, casual experience and observation by 13.5 per cent, reading materials by slightly less than 10 per cent, organizations such as Boy Scouts and welfare departments by approximately 5 per cent, and other sources were practically nil.

B. Most helpful source in primary recall

When a respondent named more than one source, she was asked to identify the single source which had been most beneficial to her. In the same classifications as before, they were:

F	Most Helpful Source	% of Responses
220	School personnel and resources	49.3
57	Relatives and acquaintances	12.8
45	Mother and mother-in-law	10.1
41	Doctors and other medical personnel	9.2
39	Experience or observation of children	8.7
16	Reading materials and library resources	3.6
15	Church personnel and programs	3.4
13	Combination or according to needs	2.9

For 50 mothers, either no response was given or answers were indefinite. The assumption was made that the source was most helpful when only a single source was named in the initial question. Almost half of those who designated their most helpful source named school personnel and resources. Nearly one-fourth considered mothers, mothers-in-law, relatives, and acquaintances most helpful. Medical sources were evaluated as most helpful by 41 mothers, casual experience and observation by 39, and reading and church resources by 16 and 15, respectively. Additionally, thirteen persons insisted that more than one source must be credited as being most helpful.

C. Specific sources

1. *Selected publications.* From the paperback books and pamphlets from a variety of sources and which contained information dealing expressly with elementary school-aged children, 43 were selected for presentation to mothers to learn which publications were familiar—either exact titles or similar—and the resources from which they had been obtained.

For 56 mothers, none of the titles presented was familiar; and 76 persons did not answer for various reasons. A cumulative total of 844 publications was familiar to the remaining 364 subjects. Titles of those familiar to twenty-five or more persons and their frequencies were:

F	Titles of Familiar Publications
124	Your Child From Six To Twelve
103	Baby and Child Care
52	Now You Are Ten
50	Your Children and Discipline
44	How Shall I Tell My Daughter
43	Fear, What Makes My Child Afraid
37	Food and Care For Dental Health
37	For Good Teeth and A Healthy Mouth
33	Safety for School Children, A Shared Responsibility
28	Common Sense about Common Diseases
27	Eyes That See and Ears That Hear
25	Nine to Twelve

All other titles are listed in Appendix A in descending order of frequencies.

In the belief that similar literature could be equally valuable and that some conscientious mothers might not recall exact publications but realized they had access to such information, subjects were given opportunities to indicate familiarity with publications which were similar to those presented. The cumulative total for similar titles which were familiar was 826, almost equal to that of exact titles which were familiar. Fewer than half of the mothers (239) responded to similar titles, many of the others having identified exact titles and several having stated initially that they had read no pamphlets and books regarding child care. The titles for which similar publications were familiar to twenty-five or more persons, and the frequencies for each, were:

F	Titles for Which Similar Publications Were Familiar
85	Helping Your Child to Know God (Series)
69	Food and Care For Dental Health
66	Baby and Child Care
53	First Aid Facts
45	Food For Growing Boys and Girls
43	When Your Child Is Ill
38	Common Sense About Common Diseases
34	How to Tell Your Child About Sex
33	For Good Teeth and a Healthy Mouth
30	Eyes That See and Ears That Hear
28	Safety for School Children, A Shared Responsibility

Combined, the top fifteen exact or similar publications which were familiar to fifty or more respondents were:

F	Titles of Both Exact and Similar Publications Which Were Familiar and Combined Frequencies
169	Baby and Child Care
141	Your Child From Six To Twelve

107	Helping Your Child To Know God
106	Food And Care For Dental Health
71	Your Children and Discipline
70	For Good Teeth and A Healthy Mouth
67	First Aid Facts
67	Fear, What Makes My Child Afraid
66	Common Sense About Common Diseases
66	Foods For Growing Boys and Girls
63	How Shall I Tell My Daughter
62	Now You Are Ten
61	Safety For School Children, A Shared Responsibility
57	Eyes That See and Ears That Hear
50	When Your Child is Ill

By grouping the selected publications into classes according to major content and recording no more than one response within each classification for a single respondent regardless of total responses to all publications within separate groups, the type of information could also be viewed. Results of this procedure for familiar publications (exact and similar combined) were:

F	Classification of Familiar Publications	% of Respondents
273	General development	55.0
188	Preventive health care	37.9
135	Sex education	27.2
128	Diagnosis and treatment care	25.8
117	Religious instruction	23.6
95	Personality and social development	19.2
95	Emotional development	19.2
30	Education	6.0

More than half of the mothers were familiar with at least one publication on the general development of children which contained several, or all, of the other classifications but did not focus on a single topic. Publications dealing with education were least familiar, with only 6 per cent of all respondents reporting acquaintance with either those selected for the study or similar booklets and pamphlets.

2. *Selected sources.* From a list of thirteen distinct classifications, mothers were asked to denote those sources with which they had contacts regarding child care since the designated children entered first grade. Affirmative responses precluded any degree of evaluation or comparison of types of assistance. Further questions sought more exact identities of these sources.

a. Physicians. Only one person failed to respond to the entire classification of doctors and other medical personnel, but 15 mothers stated they had not utilized medical services during the delimited period. Possibly many of the 15 children were in the beginning year of school and had not needed medical care in that short period regardless of usual family practices in seeking medical services. The remaining 480 respondents identified their medical sources as follows:

F	Classification of Physicians
400	Family doctors or general practitioners
379	Dentists
115	Pediatricians
101	Surgeons and other specialists
124	Other (registered nurses, chiropractors, institution personnel, etc.)

Family doctors were named by four-fifths of all subjects as a source of child care, and dentists had provided care for more than three-fourths of the children. Slightly fewer than one-fourth of the mothers identified pediatricians as sources of care; and many of the same mothers also named family doctors. Slightly more than a fifth of the children had been attended by surgeons and other specialists who were chiefly eye specialists.

b. Agricultural Extension Service. Although only four persons did not answer regarding this specific source, 436, or approximately 88 per cent of all subjects, stated they had received no information or services regarding children during the period involved. The remaining 56 patrons identified their help as from:

F	Agricultural Extension Service Sources
46	Booklets and pamphlets
31	Club meetings
10	Conferences with agents

Literature was the stated source of child care information in more than half of the responses, club meetings in more than one-third, and conferences with agents for all others. A 4-H leadership meeting was named by one mother who explained that she acquired much knowledge of children through her adult leadership training.

c. Health department. Approximately 18 per cent of the respondents stated they had received no assistance from health departments, and three persons did not reply regarding this source. More detail indicated assistance from:

F	Health Department Sources
340	Visits to departments or clinics
200	School nurses or dentists
137	Booklets and pamphlets

Half of all reported contacts with health departments were made through visits to the departments or clinics. School nurses were the next greatest source and included personal contacts and correspondence. In many cases, nurses had referred children to dentists who performed the actual service for the parents and child. A fifth of all responses for sources were for booklets and pamphlets furnished through schools, by mail, or in direct contacts with health departments and personnel. Both State Board of Health publications and other publications available through local health departments were classified here.

d. Red Cross. According to responses, 435 (87.7 per cent) of the mothers in the sample had received no assistance from the Red Cross regarding young children, and an additional ten persons did not answer for this source. Distribution of affirmative responses by 51 persons was:

F	Red Cross Sources
31	Booklets and leaflets
13	Course
2	Consultation with personnel
7	Other

Literature was the most important Red Cross source of information; it was named by 6.2 per cent of all subjects. Usually the literature was a first aid and safety course book. Courses in first aid and safety and in home nursing provided child care information for 13 mothers, and two persons talked with personnel for the information they obtained.

e. School. Only one person did not respond when asked about school sources, and 5.2 per cent of all respondents stated they had received no help from school in knowing how to care for the children of interest in this study. The 469 other respondents identified school sources as:

F	School Sources
457	Teachers
299	Parent-teacher association
133	Principal or supervisor
54	Home economics

With teachers named by 92.1 per cent of all respondents, they obviously were the most outstanding school source. Usually the teachers named were classroom teachers, in many cases a very special teacher from an earlier year, but others such as guidance counselors or music teachers were sometimes named. Formal membership in parent-teacher associations was not determined separately, but three-fifths of all respondents reported they had obtained information through the organization. More than one-fourth of the mothers had learned about school children from school principals. That number might have been somewhat larger except that many respondents seemed reluctant to name the principal, the apparent reason being some connotation of disciplinary action involved. Explanatory remarks for affirmative responses often disqualified the personal treatment and indicated that principals had been informative chiefly in addressing parent-teacher association and preschool parents' meetings regarding school policies and how parents could best cooperate with the school. Home economics had provided information to almost 11 per cent of the mothers either through application of earlier learned knowledge, adult classes, literature, or direct consultation with teachers.

f. Library. More than four-fifths (82.9 per cent) of all respondents alleged they received no information from libraries; seventy-five persons (15.1 per cent) had received information, and ten persons did not respond.

g. Church. From all church sources, information regarding child care was derived from sermons in almost half of all affirmative responses and by 73.0 per cent of all respondents. Almost half (47.0 per cent) of the respondents reported that ministers had provided information, but it was not clear if this was always distinct from sermons. The third classification of answers for church sources was discussion, either in groups or with individuals, which was informal or indefinitely planned discussion as in Sunday School classes, with children's teachers, or "just a group of mothers being together." A smaller number of mothers had been involved in planned programs for parents in their churches, and others had learned about children in their training or from literature for leaders or teachers of children. Inasmuch as one-tenth of all families did not participate in any community organization and an indeterminate number were in the level of minimum participation, there was obviously much overlapping in utilization of church resources, that is, the same families gained information in more than one way. Further evidence of overlapping was that 73 of the mothers either stated they received no information from church sources or did not cite distinct sources. The frequencies and classifications of answers were:

F	Church Sources
362	Sermon
233	Minister

84	Discussions, either in groups or with individuals
64	Programs for parents
50	Training courses, teaching aids, and literature

h. Commercial Company. More than two-thirds of the subjects stated they had received no information or assistance from commercial companies regarding care of their children, and an additional 48 persons did not answer the question. Some of the responding 115 persons identified more than one source for totals as follows:

F	Commercial Company Sources
72	Insurance company and medical sources
41	Employer
19	Retail stores, manufacturers, publishers

i. Radio. Only "yes" or "no" answers were sought for several specific sources. For radio, 148 (29.8 per cent) of the mothers had heard programs which offered them information about children, 347 mothers stated they had not heard such programs, and the answer was not known for one person.

j. Television. All persons responded to the question about television and three-fifths (297) were affirmative. All other mothers (199) stated they had not acquired child care information from television programs.

k. Newspapers. The mothers who alleged they had read child care information in newspapers were slightly greater than those who had not read such articles with frequencies of 263 and 232, respectively, and one failure to respond.

l. Magazines. The number of mothers (326) who had read relevant articles in magazines was almost twice as great as those who answered negatively (169), and no answer was recorded for one subject.

m. Relatives and friends. In the two younger age level studies, casual sources were outstanding in respondents' primary recall of sources. In this third Age Level, mothers were asked definitely about relatives and friends as sources of information regarding school children pertinent to this study Twelve mothers did not respond or stated they had not been given assistance by relatives or friends. Husbands were the most popular of the casual resource persons according to more than 95 per cent of the mothers who reported having received assistance or information from relatives and acquaintances. Numerous subjects expounded their simple answers regarding husbands to the effect that they discussed major issues and shared opinions regarding their children. For individuals, respondents' own mothers were next in numbers and mothers-in-law were somewhat fewer. Unsolicited remarks suggested that their frequencies would have been larger if grandmothers' helpfulness had not been terminated by death prior to this age of the grandchildren. Frequencies for the two grandmothers of the children cannot be combined for comparison with other classifications due to the possibility that many of the subjects who learned from either the paternal or maternal grandmother may also have learned from the other. Still, it is obvious that the two, combined, comprise an important resource for mothers of elementary school children. The largest and third largest classifications involved several persons and they are listed last. All specified classifications and their frequencies are:

F	Relatives and Friends
462	Husband
301	Mother

238	Mother-in-law
484	Other relatives
311	Friends and other acquaintances

D. Very helpful selected sources

Because respondents in the previous Age Levels had difficulty singling out one specific source as most helpful, respondents were asked to signify all which had been very helpful. A card bearing the complete list of all thirteen sources was handed to each mother to refresh her memory and facilitate equal consideration in that regard. Fewer than 2 per cent of the subjects (9) did not reply definitely, and a mean 2.4 sources was evaluated as very helpful by all other respondents with a range from one to nine.

Multiple responses for contacts could be made to all but four selected sources so that numbers of mothers who named the entire category could not be separated except by subtracting the number who did not respond at all from the total number of subjects. Comparative evaluations were made through percentages of subjects who appraised each selected source as very helpful. Percentages were based on the number who responded in any way, including classifications of "none" and "indefinite," to the question regarding contacts with that source. Sources are listed by diminishing percentages of evaluations as:

Source	F All Responses for Selected Source	F Responses as Very Helpful Source	Percentage For Very Helpful Source
School	495	235	47.5
Relatives and friends	494	234	47.4
Physician	495	232	46.9
Church	491	211	43.0
Magazine	495	72	14.5
Health Department	493	65	13.2
Television	496	34	6.8
Newspaper	495	31	6.3
Library	486	26	5.4
Agricultural Extension Service	492	12	2.4
Radio	495	8	1.6
Commercial Company	448	1	.2
Red Cross	486	0	0

Based on the numbers of responding subjects, nearly half considered school, relatives and friends, and physician as very helpful; and a slightly smaller proportion of mothers rated church sources as very helpful. More than one-seventh of the responding mothers reported magazine information to be helpful, and more than one-eighth viewed health departments as very helpful. Television was evaluated as a very helpful source by 6.8 per cent of the mothers, newspapers by 6.3 per cent, and library resources by 5.4 per cent of those who answered. Minute numbers considered radio and commercial companies very helpful, and none evaluated the Red Cross as a very helpful source of information or service regarding care of elementary school children.

More meaningful appraisals of the four specific mass media sources are possible because a singular response was given for each regarding contacts, either affirmative or negative. Frequencies for evaluation as very helpful can be compared to only those who had utilized such service or information, thus:

Source	F Contacts	F Considered Very Helpful	Percentage of Contacts Viewed Very Helpful
Radio	148	8	5.4
Television	297	34	11.4
Newspaper	263	31	11.8
Magazine	326	72	22.0

More than one-fifth of the mothers who had read magazine articles regarding children evaluated them as very helpful. Newspapers and television were evaluated as very helpful by over 11 per cent of the mothers who obtained information from them; and radio was considered to be a very helpful source by 5.4 per cent of the listeners of relevant programs.

II. Types of Information or Services Received

A. From sources named in primary recall

As respondents initially reported their sources of assistance and information regarding child-care, they were asked in the same manner—without suggestions—to relate the types of assistance or information they received from those sources. In descending order of occurrence, categories, frequencies, and percentages based on total responses were:

F	Types of Information or Assistance	Percentage of Responses
283	School and education	34.7
164	Non-specific	20.1
118	Physical welfare	14.5
79	General development	9.7
65	Emotional and social development	8.0
52	Training or care of child	6.4
33	Moral and spiritual development	4.0
14	Special problems	1.7
7	Other	.8

Misunderstanding of one interviewer in the beginning probably accounted for many of the high number (50) of subjects who failed to answer the first question regarding types of help received from the sources named initially in primary recall. Assistance or information pertaining to school and education were reported in more than one-third of all replies which were given by 57.1 per cent of the subjects. Non-specific answers which were one-fifth of all responses included "problems," "information," "caring for child," and others without definite indications of the types of help. Physical welfare meant general health, medical treatment, preventive care, and information regarding illness, all of which were reported by slightly fewer than one-fourth of the mothers. General development was chiefly involved with understanding characteristics of normal growth and behavior and was named by 16 per cent of the mothers. For 13 per cent of the subjects (or 8 per cent of all responses), assistance had been for social and emotional matters; for over 10 per cent, help was received in training or caring for children; and for almost 7 per cent, moral and spiritual development aid had been provided. Almost 3 per cent of the mothers had received help relative to special problems such as speech, left-handedness, hearing, and enuresis. Other sources were mainly reassurance.

B. Most helpful type of information or service from primary recall

Approximately 16 per cent of the mothers did not identify the most helpful type of assistance from the sources named in primary recall: 50 had not named types of assistance in the previous question and 29 additional persons did not answer. The rank order of types was the same when listed for evaluation as in the total accounting without appraisal. Types, frequencies, and percentages of all respondents were:

F	Most Helpful Type	Percentage of All Respondents
172	School and education	34.7
80	Non-specific	16.1
44	Physical welfare	8.9
39	General development	7.9
25	Emotional and social development	5.0
19	Training or care of child	3.8
13	Moral and spiritual development	2.6
7	Special problems	1.4
6	Combination	1.2
4	Other	.8

For their elementary school-aged children, more than one-third of all mothers valued aid regarding education as most helpful and were almost four times as numerous as the next largest definite classification viewed most helpful. Such answers as "information about him" and "help with problems" when problems were not defined were classified as non-specific answers and accounted for the second highest frequency. Each of the other types was superlative for fewer than ten per cent of the respondents. Medical and health care and information was evaluated by 44 mothers as most helpful, general information on development by 39, emotional helps by 25, training and care by 19, and moral and spiritual development by 13. Although small in number, half of the mothers who earlier reported assistance for special problems evaluated that assistance as most helpful, and six persons could not distinguish the single type which was most helpful but named a combination of sources according to important needs at the time of reception.

C. From selected sources

For most of the selected sources, respondents were asked to identify all the types of assistance they had received from listings which investigators considered characteristic of the resources. In each case, respondents were permitted to name "other" types. Failures to respond were numerous: the chief reason was that respondents who answered negatively to the source were not asked subsequent questions regarding assistance, and a second contributing reason was that one interviewer at first misunderstood the complete sequence of questions.

1. *From physicians.* More than two-thirds of the respondents had received diagnostic and treatment services for their children from doctors. Routine and preventive care was second highest in number, and separate immunizations had been provided for 320 persons. Special care such as surgery and fitting glasses had been required for 281 persons. Almost exactly half of the mothers had talked with doctors about their children's general physical development, perhaps during visits for other purposes. Only 13 mothers had received literature regarding children from their physicians, and 18 persons did not respond.

2. *From Agricultural Extension Service.* For most respondents, the knowledge gained from Agricultural Extension sources was not directly related to elementary school-aged children but was readily adaptable. Approximately 9.1 per cent (45) of the mothers received information regarding foods, 7.3 per cent (36) received information about clothing, 7.1 per cent (35) received family relations information, 5.8 per cent of the mothers learned about housing with applications for their children, and 446 (89.9 per cent) of the mothers did not respond.

3. *From health departments.* The major service obtained by respondents from health departments was immunizations which were reported by 323 mothers, and almost one-third of that number (103) had taken their children for examinations. Correspondence, usually from school nurses informing parents of health defects, had been sent to 92 mothers. Discussion of problems was recalled by 40 mothers, and 15 persons named other types of assistance which were usually general health information presented to groups such as parent-teacher associations. The number who did not respond was 117.

4. *From Red Cross.* Information and assistance regarding children obtained from Red Cross sources were in two categories: first aid and safety for 38 mothers and home nursing or care of patients for 24 mothers; and 450 persons did not identify any aid from Red Cross.

5. *From school.* Slightly more than 85 per cent of all respondents stated they had conferences or received other personal reports regarding their children. More than half (55.6 per cent) of the mothers had learned about children through school programs such as parent-teacher association meetings and visitation days. Booklets and pamphlets had been received from school by 145 mothers. Adult classes had provided information for 21 respondents, preschool clinics for 19 persons, and others such as children's textbooks for eight mothers. There were 39 mothers who did not provide answers regarding school help.

6. *From libraries.* Almost three-fourths of the 75 mothers who had acquired information about children from libraries distinguished resources as books and the remainder had utilized booklets, pamphlets, and magazines. No response was recorded for 429 persons.

7. *From church.* Almost 70 per cent of all respondents (342) identified information and assistance from church sources as character and religious development in children. Aid pertaining to personal and family problems was reported by two-fifths of the mothers (195). For 15 respondents the types were not specified, and 13 persons named other kinds of help such as financial assistance and general development information. One hundred and twenty-nine persons did not report types of assistance from church sources.

8. *From commercial companies.* Encyclopedias, booklets, and pamphlets were the commercial aids reported by 96 mothers, one mother had received a toothpaste sample as an "other" aid, and 399 persons did not respond.

9. *From radio.* Although 148 persons previously stated they had heard radio programs regarding children, 402 persons did not respond or stated they could not recall types of information, leaving 96 persons who answered positively to the classifications, thus: 35 were indefinite or general information, 15 were religion and character information (actually preaching services for most), 21 were incidental or fragmentary remarks about children on other types of programs, and 25 were others which were largely health or medical and safety information.

10. *From television.* Exactly three-fifths of the mothers had indicated they had seen and/or heard television programs regarding children, but slightly more than half (250) of all respondents did not respond to the question regarding television information or could not recall types of programs. For those who did respond, 24 were indefinite or general information, 98 were entertainment programs with concomitant educational benefits, 21 were religion and character, 25 were educational programs (chiefly via the university channel), 76 involved fragmentary remarks about children, and 28 were others which were almost entirely health, safety, and special problems on feature programs such as handicapped children.

11. *From newspapers.* Medical news, health, illness, and related types of information were read in newspapers by 80 respondents, social and emotional information by 26, general information or indefinite responses by 103 persons, and other types such as responsibility, education, and clothes by 34. Inability to recall or failure to respond was recorded for 293 mothers, 233 of whom had either failed to respond earlier or had stated negatively they had not read information about children in newspapers.

12. *From magazines.* A total of 256 respondents either did not answer or did not give meaningful answers. Indications of general information or indefinite responses as to classification of information were given by 116 persons. For 56 mothers, articles had dealt with social and emotional matters, and for 51 they were concerned with medical news, illness, health, and related information. Others reported by 32 were varied and included developmental information, religion, clothing, activities, and preparation for teen years.

13. *From relatives and friends.* General information was provided by relatives and friends for the greatest number (394) of the respondents. Slightly more than three-fifths of the mothers had services of relatives and friends in actual care of their children; in many cases, but not analyzed separately, such services were routine for working mothers. Special advice had been given to 253 mothers. Other types for nine mothers included encouragement, reassurance, clothing, books, and influence or example. Only one person stated emphatically that she received no help although she had contacts with relatives and friends in this regard. It is possible, however, that some responses classified as "special advice" may have reflected unsolicited, unheeded, and consequently, unhelpful advice. There were 20 persons who did not answer at all regarding services of relatives and friends.

D. Very helpful types of assistance from selected sources

While most subjects responded to the evaluative question regarding very helpful types of assistance received from selected sources—28 either did not respond or stated they could not recall—187 were indefinite in identifying types or indicated they had received general information. Including indefinite responses, those who made positive responses averaged 1.6 very helpful types each. Definite classifications and frequencies were: preventive or diagnostic medical care, treatment of illness, and medical information, 179; religion or character, 160; education and intelligence, 157; social and emotional development and concerns, 62; general health information, 42; actual care of child, 36; provision of literature, 27; and all others, largely financial aid, special problems such as speech, and activities for child, 17.

E. Regarding specific concerns

Because interests of most parents for their children are numerous and varied and the extent of disturbance usually determines efforts for assistance, a portion of the interview was devoted to four classifications of concerns: physical, social, educational, and emotional. Representative types of the four classifications were printed on cards which were presented to respondents for viewing during specific questioning. Concerns were described as ". . . anything for which you have given special thought or felt a need for information or help" rather than emphasizing problems of grave nature only.

1. *Physical concerns.* Types listed were size, grooming, health and physical matters, eating, rest and sleeping, and others which respondents were asked to identify. More than one-fourth of all subjects (140) either stated they had no real concerns regarding physical welfare or they did not respond to the question. Eating was the concern named by the greatest number (199) of the mothers and ranged from extreme food dislikes to excessive eating. Size, second in order, was of concern to 97 mothers who reported variations from extreme smallness to largeness which were related to eating behavior in some cases. Rest and sleeping were concerns of 82 mothers who most often reported difficulties in maintaining regular bedtimes or in preventing overtiredness by resting from activities; and a related complaint was that children experienced difficulty in arising in the mornings. For 68 respondents, health and physical problems were of severity for concern. Carelessness was almost always the detailed problem of the 62 mothers who considered grooming a concern. Only 13 respondents named other types of physical concerns.

2. *Social concerns.* The list from which mothers selected their social concerns included obedience, getting along with friends, getting along with family members, personality development, influence and use of television, and discipline. More than half of all respondents (51.6 per cent) either stated they had no social concerns or did not respond to the question. The greatest social concern, according to the number of reporting mothers (74), involved getting along with family members and was most often relationships with siblings. Negative influences and problems regarding overuse or decisions of viewing comprised the second greatest social concern listed as "television" by 62 respondents. Lack of obedience was a concern of 61 mothers and discipline was a concern of 57 mothers, the latter most often involving the effectiveness of the methods employed by the parents. For 53 mothers, there were concerns about how their children were getting along with friends. General personality development, and the factors contributing thereto, was a concern of 26 respondents.

3. *Educational concerns.* Classifications of educational concerns were studying, homework, adjusting to school and getting along with teachers, understanding and use of money, and knowledge of sex and reproduction. Although 229 mothers either identified no concerns or did not respond to questions related to educational concerns, the greatest single frequency for concerns was in this category of education. Studying, involving attitudes and habits, was the classification of most numerous concerns (149); and reading and language were the subjects often distinguished as the chief sources of studying anxieties. Homework was reported as a concern of 111 mothers, most of whom probably also reported studying concerns. There were 47 mothers who had concerns about their children's adjustments to

attending school or getting along with teachers. Two specific areas of knowledge were listed: 42 respondents identified concepts and use of money as concerns, and knowledge of sex and reproduction was of concern to 26 mothers.

4. *Emotional concerns.* Selections as emotional concerns were anger, jealousy and love, fear and other disturbances, responsibility, and religion and character. No concern or no response to the questions regarding emotional concerns was recorded for 184 mothers. Although not distinctly emotional, responsibility, especially in doing things for self, was labeled as emotional; and 140 respondents considered it a concern. Anger was the second largest emotional concern, reported by 128 mothers; and jealousy and love concerns were reported by 117 mothers. (Interestingly, a few mothers were concerned with romantic love interests of their sixth grade girls, a distinction which had not been anticipated in developing the interview guide and thus love and jealousy had not been separated.) Emotional concerns regarding fear and other disturbances, including nervousness, were reported by 84 mothers. Religion and character, again for lack of a more appropriate classification, were listed as emotional concerns; and the smallest number (17) of emotional concerns was expressed for this classification.

III. Desired services and information

A. General

Following the initial questions regarding aids and resources, additional questions sought to ascertain the unfulfilled needs of which mothers were aware in caring for their children. First, they were asked to name the types of information or services which they desired and subsequently the sources from which they would like to obtain such assistance.

1. *Information or service desired.* More than two-thirds of all respondents (335) answered negatively regarding desired information or services when no suggestions had been made to stimulate their memory in primary recall. Their answers were classified widely as none, cannot recall, satisfactory, and able to manage for themselves. Additionally, 41 persons did not respond or the question was not asked. The largest classification of responses was for school and educational needs by 71 mothers; these included materials such as books, problems with learning, special problems as speech difficulties, remedial school courses, training for parents in order to help their children, and financial aids for school expenses and appropriate clothes. Non-specific answers which indicated needs were given by 21 respondents, and "other" needs which chiefly involved health and adequate time with children were named by 18 mothers. Helps with socialization and emotional controls were desired by 14 mothers.

2. *Sources of information or services desired.* Respondents were asked to name the sources from which they would like to obtain assistance which they desired. An unusually large number of persons (419) did not respond to the question regarding desired sources, and 17 persons gave non-specific answers. Designated sources were: specially qualified persons, 41 responses; reading materials, seven responses; and educational group meetings, five responses.

B. Specific

1. *Preferred means for obtaining assistance and reasons for preference.* From four means of obtaining information or services, each respondent was asked to select the one which appealed most to her. The four were: someone outside the home, someone to come into the home, reading materials, and discussion groups. The medium preferred by slightly over half (51.6 per cent) of the respondents was discussion groups. Second in order and preferred by slightly fewer than one-fifth of the respondents was reading materials. Preferences of 16 per cent of the mothers were for persons to come into their homes, and persons outside their homes were preferred by one-tenth of the mothers. There were 33 respondents who insisted that either means was as preferable as any other and 12 persons who did not state their preferences or were very vague; and three persons did not respond to the question.

Reasons for preferences were sought without suggestions, and the resulting classifications were not restricted to separate media. Benefit from experiences or sharing of ideas of other persons, the reason offered by 194 mothers, was probably almost entirely related to the preference for discussion groups. A comparative reason, more conducive to learning and understanding, was second highest in frequency and was often stated for the preference of discussion groups but probably was associated with the other three preferred means also for some mothers. The third reason, available when needed or convenient, was stated by 48 mothers for whom reading materials which they could keep in their homes were preferred by most. Almost all of the 29 mothers who explained their reasons according to needs had stated earlier that either medium would be good and they could not single out a choice. Desire or respect for specialists and professional training, the reasons of 26 respondents, was usually explained for preferences for persons outside the homes. For 24 mothers, inaccessibility of other media limited their choices to either someone who could come into their own homes or reading materials; and the typical explanations for limitations were lack of transportation, unsatisfactory babysitting arrangements, and financial inadequacies. Only eight persons explained preference for someone to come into their homes as desires for their children to be appraised in their usual surroundings. "Other" reasons offered by five mothers involved confidential nature of assistance they would like from any source. Non-specific reasons were given by 14 mothers, and the six who stated that their present resources were adequate had not expressed a preference to the preceding question.

2. *Selected publications.* After identification of familiar publications from the 43 selected for this study, respondents were asked to indicate those which appeared from brief scrutiny to be desirable. According to unsolicited remarks made by 443 respondents while examining publications, key words in titles influenced most mothers' selections. Frequencies for desires were much greater than for familiarity. The cumulative total of desired publications was 2859 in contrast with 1670 for familiarity with both exact and similar publications. Titles and frequencies of those desired by more than 50 persons were:

F	Titles of Desired Publications
218	Helping Brothers and Sisters Get Along
213	How To Tell Your Child About Sex
207	How To Help Your Child In School

158	Your Child's Sense Of Responsibility
137	A Boy Today, A Man Tomorrow
134	Child Behavior
132	How Shall I Tell My Daughter
112	A Healthy Personality For Your Child
110	Your Child's Friends
107	Television, How To Use It Wisely With Children
105	Helping Your Child To Know God (Series)
105	Your Children and Discipline
103	Teaching Children About Sex In The Home
103	When Your Child Is Ill
82	Your Child From Six To Twelve
70	How To Protect Children Against Prejudice
62	How To Help Your Children Form Good Eating Habits
60	Fear, What Makes My Child Afraid
56	Parents, Teachers of Religion In The Home
55	Growing Pains
52	Nine To Twelve
52	Now You Are Ten

Selected publications were grouped into seven classifications according to focus of information. Only one response was recorded for each classification, although there were possibilities of five or six, as an effort to discover the extent of desires by content. The results were:

F	Classfications of Desires From Selected Publications
318	Sex education
312	Personality development
254	Education
206	General development
157	Diagnosis, treatment, and health care
145	Preventive health care
132	Religious instruction

Almost two-fifths of grouped responses were for the two classifications of sex education and personality development. Exactly 50 persons either did not respond regarding desires or stated they desired none of the selected publications. Among the respondents who expressed desires, 71.3 per cent named at least one publication whose content was chiefly sex education, 70.0 per cent were for personality development, 57.0 per cent were for education, 46.2 per cent were for general development, 35.2 per cent were for diagnosis, treatment, and health care, 32.5 per cent were for preventive health care, and 29.6 per cent desired religious instruction publications.

3. *Desired selected sources.* Final questions regarding thirteen selected sources, which respondents had listed on cards before them, sought to determine with which of the sources mothers would have liked contacts and from those sources the types of assistance which were desired.

a. Sources. More than half (55.0 per cent) of all subjects admitted no desires for contacts with any of the selected sources, and answers were not given by 47 persons. For the 176 mothers who identified desires there were 219 responses indicating that some persons wished for contacts with more than a single source. The sources, with frequencies in descending order, were:

F	Selected Sources With Which Contacts Were Desired
51	Agricultural Extension Service
34	School
33	Library

20	Church
19	Health department
13	Magazines
12	Red Cross
12	Television
11	Physician
6	Newspapers
4	Commercial companies
2	Radio
2	Relatives, friends

These figures reflect awareness of services which could be available and the likelihood of acceptance. The frequencies should not be misinterpreted, however, as an evaluation of the programs or services of any of the agencies: some may have met needs somewhat adequately with the result that frequencies at this point were small, and other small frequencies may indicate ineffective publicity rather than quality or desirability of services. Incongruity of data prevents a valuable comparison between the frequencies of desires (for which a single reply could be made to each source on a list) and the frequencies of established contacts with various agencies (which were specifically probed and could have been determined from more than one answer).

b. Types of information or assistance. Respondents apparently were less certain of types of information or assistance they desired from the selected sources than with their desires for contacts with sources. Approximately 69 per cent of all the mothers either did not answer or made negative remarks such as could not think and did not need any. Indefinite answers or general remarks regarding types of aid desired were given by 26 mothers. Definitely stated types and numbers of desirees were:

F	**Types of Information or Assistance Desired from Selected Sources**
29	Preparation for or help with educational problems
26	Provision of literature
22	Health aids
13	Programs in extension clubs and church
42	Other

"Other" types were widely diverse and included such as financial aid, assistance with housekeeping to permit more freedom for mothers, consultation regarding specific problems, programs for young people, knowledge of developmental levels and characteristics, and first aid training.

C. Desired assistance regarding specific concerns

From the cards listing representative classifications of specific concerns, subjects were asked to identify those classifications for which they recognized need or desires.

1. *Physical desires.* More than two-thirds of the mothers in the sample stated they had no desires regarding physical concerns or did not answer the question. The greatest number of expressed desires were for eating (73), size and grooming combined were the second greatest number (52), health matters were third (44), and there were 39 "others" such as rest problems and nail-biting.

2. *Social desires.* Only 157 persons stated desires for assistance with social concerns. For 73, desires were for concerns about getting along with others including both friends and family members. Obedience and discipline needs were stated by 67 mothers. Help regarding personality

development was desired by 25 persons, and television influences and use was the type desired by 23 persons.

3. *Educational desires.* Studying was the concern for which help was desired by 89 mothers, and aid regarding homework was desired by 45 mothers. Needs regarding information about sex and reproduction were expressed by 29 persons. All "other" educational desires were named by 69 mothers.

4. *Emotional desires.* Responsibility, although not strictly so, was classified as emotional, and it was the type of emotional concern for which the greatest need was expressed. The second largest frequency of desires was for jealousy and love by 71 mothers, third was anger by 64, and fourth was religion by 36 respondents.

IV. Related Subjects

Many topics besides those directly related to the objectives of this project are of interest in making provisions for services and information to parents. Most such topics would be individualistic and thus valuable to those persons or agencies expressly concerned. For this study, a few topics considered by the investigators to be of importance somewhat generally were selected for investigation.

A. **Traits of child**

1. *Desirable or pleasing traits.* Those qualities or traits viewed by parents as most pleasing and satisfying would presumably be those for which the least assistance would be needed or sought. Subjects were permitted in this study to recount in their own words any number of the "best qualities and habits" which they thought their children possessed. Classifications and their frequencies, in descending order, were:

F	Best Qualities and Habits Possessed by Children
260	Personality and social traits
190	Behavior and obedience
140	Education and intelligence
118	Helpful, works, does chores
81	Appearance and grooming
80	Independence and responsibility
73	Non-specific—generally pleasing
68	Character and religion
34	Talents and extra interests

2. *Undesirable or displeasing traits.* It may be conjectured that parents' needs for assistance would be greatest in relation to the traits which they viewed as undesirable in their children. As an indirect approach for determining areas of needs, negative appraisals were sought. The question regarding faults followed favorable appraisals in an effort to relieve mothers' guilt feelings that they were unkind in being honest about their children. Eighty-three persons stated their children had no undesirable qualities or they did not answer the question. Responses yielded the following results:

F	Worst Qualities and Habits Possessed by Children
173	Emotional expression
107	Nervous and annoying habits
97	Irresponsibility
49	Lack of desirable personality traits
46	Health problems

19	School and educational difficulties
17	Non-specific
9	Other

B. Concerns and problems considered important

This entire study is built on the supposition that parents most likely seek and utilize services which they expect to relieve anxieties in rearing their children. While all questions were varied attempts at determining this information, it was only at the end of the interview that a direct approach was made to determine what each subject considered to be important concerns or problems of parents as she reflected upon the early school years and as she anticipated the future with her child. Because of the placement in interviews, there were increased distractions and other reasons for failures to respond.

1. *Early school period.* Classifications and frequencies of the important concerns recalled from the early school period were:

F	Classifications of Important Concerns
171	Character and religious development
161	Social and personality development
154	Education and school
38	Physical dangers
36	Non-specific
30	Specific needs, as sex education and dress
34	None and no response
104	Others

2. *Anticipated in the future.* From their observations, conversations, and experiences with older children, subjects were asked to identify the types of problems they anticipated within the next few years. Results were:

140	Dating and other social activities
103	Education
51	Developing independence and discipline
38	Character development
34	Sex information and understanding
31	Driving cars and similar privileges
118	None, unspecified, and no response

C. Suggestions for assistance for concerns and problems

1. *For early school period.* As a result of their experience, mothers were expected to have practicable suggestions for helping parents of early school-aged children. Suggestions and frequencies which they made were:

F	Ways To Help Parents With Early School Concerns
142	Indefinite response or parents must help themselves
103	Persons for consultation about concerns
56	Education programs through church, school, television
52	Discussion groups with other parents
37	Literature
173	No suggestion, no response

2. *For the future.* With 298 persons stating that no suggestions were known to them or providing no answers, it appears that ideas from parents regarding help for the future were very limited. For those who did answer, classifications and frequencies were:

F	Ways To Help Parents With Future Problems
50	Indefinite response or parents must help themselves
49	Literature
34	Educational programs through church, school, television
32	Organizations and church groups for youth activities
27	Persons for consultation
24	Specific information named
12	Other
298	None or no response

Inferential Results

Chi square tests of independence (Guilford, 1956, pp. 228-232) were employed to test hypotheses that no true difference existed between the frequencies of classified responses reported descriptively and those which would be expected statistically if the responses were appropriately distributed in the population. The 188 contingency tables in which the demographic variables and dependent variables of information were associated at the .05 level of significance, refuting the null hypotheses, are listed in Appendix B separately by demographic variables and by items. The range of dependent variables (items) associated with a single demographic variable was one to fifteen, and the number of demographic variables associated with a single dependent variable was zero to seventeen.

For the statistically significant contingency tables, the direction of relationships, that is, observed *more* or *less* than statistically expected, is recorded in simplified tables in this section. Only the classfications for which cell-square contingencies were 3.0 and greater, a criterion indicating an outstanding difference between observed and expected frequencies, are listed.

Brief summaries of relationships and their directions follow listings when several classifications were significantly associated with the dependent variable classifications. Because of the smallness of numbers and vagueness of meanings, such classifications of responses as "other," "nonspecific," and usually "none" were omitted in reporting inferential results. In order to avoid repetition, use of "statistical" with such terms as "association" and "expectation" is omitted in most sentences, but this entire section should be read with the complete thoughts understood. Interpretation of the focus in statements involving relationship of family members should be the single child of each subject for whom she answered without repetitious statements of that fact; for example, "older siblings" implies "older siblings of the child in focus" or "mothers having seven or more children" is derived from "six or more siblings." For distinction and simplification, "items" will be substituted for "dependent variables" which were the items of information solicited through most of the interview questions; and the single word, "variable," will be used for demographic —or independent—variable.

I. Sources of Information and Services

A. Primary recall of sources

		observed	
Variable: classification	**Source classification**	**MORE**	**LESS**
		than expected	
Age of father:			
29 and under, 30-39	grandmother	/	
40-49, 50 and above	grandmother		/
Education of father:			
0-8 years in elementary school	experience or observation, relatives	/	
some high school	grandmother, other sources	/	
trade or vocational school or some college	other sources	/	
Age of mother:			
40-49	doctor and other medical sources, grandmother		/
29 and under	experience or observation		/
40-49	experience or observation	/	
29 and under	grandmother	/	
Education of mother:			
0-8 years in elementary school	reading materials		/
0-8 years in elementary school	experience or observation	/	
Family participation:			
none, 1-10	reading materials		/
none	experience or observation	/	
31 and above	organizations and personnel, other	/	
Number of siblings:			
2	reading materials	/	
3, 5	reading materials		/
1	experience or observation, church personnel or activities		/
6 and above	experience or observation, relatives	/	
1	other	/	
Position of siblings:			
older only (both sexes); combination older (same or both sexes) and younger	experience or observation	/	
younger only, either sex	experience or observation		/
older only, both sexes	grandmother		/
younger only, either sex	grandmother	/	
older only, other sex	other	/	
combination older (same or both sexes) and younger	reading materials		/
younger only, either sex	reading materials	/	

Age and education of fathers and mothers plus family participation were the variables associated with the sources named initially in interviews. Younger parents (fathers under 40 and mothers under 30 years) named their mothers (grandmothers) as sources of child care assistance more often than expected whereas older parents and those having only older children named grandmothers less than expected. Other relatives were also of greater assistance than expected for poorly educated fathers and those having large families of seven or more children. Experience and other casual means were reported more than expected by mothers over forty years of age, for both parents having no more than elementary school education, with total lack of family participation in community activities and programs, when there were as many as seven children, and with at least some of the children older and of the same sex as the child in focus. As logically expected, mothers younger than 30 years reported experience less than expected. For mothers of families lacking or low in participation, having elementary school education, with either three or 5 other children, and with both older and younger children, reading materials were sources of information less than expected but were sources more than expected for mothers of three children (two siblings) and only younger children. Doctors were reported less than expected by mothers in the ages between forty and 49 years.

B. Most helpful source

		observed	
Variable: classification	Source classification	MORE than expected	LESS than expected
Age of child:			
9 years	doctors and other medical sources		/
7 years	experience or observation		/
8 years	relatives and acquaintances		/
12 years	relatives and acquaintances	/	
over 12 years	grandmother	/	
11 years	church and personnel	/	
7 years	combination	/	
Child's home responsibilities:			
none	grandmother	/	
2	experience or observation	/	
3	doctors and other medical sources		/
3	reading materials	/	
Age of father:			
29 and under	grandmother	/	
40-49	experience or observation	/	
50 and above	relatives and acquaintances	/	
Occupation of father:			
professional and technical	grandmother		/
operatives and kindred workers	grandmother	/	
other laborers and service workers	church and personnel	/	
Age of mother:			
29 and under	experience or observation		/
40-49	experience or observation	/	
40-49	grandmother		/
50 and above	church and personnel, relatives and acquaintances	/	

Family participation:			
none	experience or observation	/	
1-10	relatives and acquaintances	/	
Position of siblings:			
older only, same sex	school personnel	/	
older only, both sexes	experience or observation	/	
younger only, either sex	experience or observation		/

Doctors and other medical sources were considered most helpful less than expected when the children were nine years old and when they had three home responsibilities. Casual sources as experience or observation were most helpful more often than expected for both mothers and fathers who were 40-49 years old, who did not participate in community programs, who had older children of both sexes, and when the child in focus had two home responsibilities; but they were reported less than expected by parents of seven-year-old children, mothers younger than 30 years, and with only younger siblings. Variable classifications associated more than expected with grandmothers as most helpful were child over 12 years of age, no home responsibilities for the child, fathers 29 years old or younger, and fathers employed as operatives and in kindred occupations; less than expected for grandmothers were professional or technical occupations of fathers and ages 40-49 for mothers. Other relatives and acquaintances were considered most helpful more than expected when children were 12 years old, when both parents were over 50 years of age, and when families participated minimally in community programs, but they were reported less than expected for children of eight years of age. Church activities and personnel were considered most helpful more often than expected for eleven-year-old children, fathers employed as laborers or other service workers, and mothers over fifty years old. School personnel, more than expected, were evaluated as most helpful when there were older siblings of the same sex. Reading materials were most helpful more than expected for families of children with three home responsibilities.

C. Specific sources

1. Physicians

Variable: classification	Source classification	observed MORE	 LESS
		than expected	
Child's home responsibilities:			
none	none	/	
3	pediatrician		/
School attendance:			
11-15, 16 and above	other institutions and personnel	/	
Father reared on farm:			
yes	pediatrician		/
urban	pediatrician	/	
Family participation:			
none, 1-10	none	/	
none	pediatricians, all specialists		/
none	family doctor or general practitioner	/	

Number of communities of residence:			
2	none, all specialists		/
3 4 and above	none	/	
2	pediatrician	/	
3	pediatrician		/
3	other institutions and personnel	/	
Frequency of newspaper:			
weekly and bi-weekly or irregular	pediatrician		/
none	none	/	

In response to specific queries regarding physicians as resources, pediatricians were reported more than expected when fathers had urban histories and the families had resided in two communities; but physicians were reported less than expected when children had three home responsibilities, fathers were reared on farms, families were non-participators in community activities, they had resided in three different communities, and newspapers were received at less frequent intervals than daily. Family doctors or general practitioners were reported more than expected by non-participating families. Other medical institutions and personnel—chiefly hospitals and nurses—were associated more than expected with children's high absentee rates in school attendance and with residence in three different communities. Families with no participation in community activities and those which had lived in two communities reported assistance from all specialists less than expected. No assistance from any physicians was indicated more than expected for families of children with no stated home responsibilities, low or non-participation scores, residence in three or more different communities, and lack of any newspapers in homes.

2. Agricultural Extension Service

Variable: classification	**Source classification**	**observed MORE**	**LESS than expected**
Child's extra-curricular activities:			
2 or more	club meetings, booklets and pamphlets, conferences with agent	/	
Bedroom mates:			
2 or more	club meetings		/
Education of father:			
completed college and above	booklets and pamphlets, conferences with agent	/	
Education of mother:			
0-8 years in elementary school	club meetings, booklets or pamphlets		/
trade or vocational school or some college	club meetings	/	
completed college and above	booklets and pamphlets, conferences with agent	/	
Home economics education of mother:			
none	booklets and pamphlets		/

Family participation:			
21-30,31 and above	conferences with agent, club meetings, booklets and pamphlets	/	
21-30, 31 and above	none		/
none	club meetings		/
1-10	booklets and pamphlets, conferences with agent		/
Frequency of newspaper:			
none	booklets and pamphlets		/
Number of magazines:			
1	club meetings		/
5 and above	club meetings, booklets and pamphlets	/	
none	booklets and pamphlets		/
4	conferences with agent	/	

Information had been obtained through programs in club meetings more than expected by respondents whose education was trade or vocational school or some college, whose family participation scores were high, who received five or more magazines regularly, and whose children were engaged in two or more extra-school activities. Club meetings were reported less than expected in association with one magazine subscription, no family participation in community programs, mother's education of eight years or less, and crowded home condition of child sharing his bedroom with two or more other persons. Booklets and pamphlets obtained from extension sources were associated more often than expected with two or more extra-curricular activities of children, fathers and mothers of college or graduate level education, high family participation scores, and five or more magazines available in homes; but the literature sources were reported less than expected when mothers had no home economics education, family participation scores were in the minimal class, and both magazines and newspapers were unavailable in homes. Conferences with agents provided information more often than expected for families of high participation scores, four magazines at home, children with two or more extra-curricular school activities, and mothers who completed college and above. The only variable classification associated less than expected with conferences with agents was low participation scores of 1-10.

3. Health department

Variable: classification	Source classification	observed MORE	LESS than expected
Education of father:			
0-8 years in elementary school	none, booklets and pamphlets		/
completed high school, trade or vocational school or some college	none	/	
0-8 years in elementary school	visit to department or clinic	/	
completed college and above	visit to department or clinic		/
completed college and above	booklets and pamphlets	/	

Father reared on farm:			
urban	none	/	
Father's special interests:			
1	none		/
4	none	/	
none	school nurse	/	
Education of mother:			
0-8 years in elementary school	booklets and pamphlets		/
trade or vocational school or some college	none	/	
Home economics education of mother:			
college	booklets and pamphlets	/	
none	booklets and pamphlets		/
Mother reared on farm:			
yes	none		/
partially or rural non-farm, urban	none	/	
urban	visit to department or clinic		/
Family participation:			
21-30	booklets and pamphlets	/	

Families for which no health department services were indicated more often than expected were those in which fathers and mothers completed high school or trade school or had some college education, fathers and mothers had urban backgrounds or mothers grew up partially in rural areas or on rural non-farms, and fathers had four special interests. "None" was the response less than expected for fathers of elementary school education and one special interest and for mothers who were reared on farms. Services were obtained through visits to departments or clinics more than expected for fathers of elementary school education but less than expected for fathers who completed college or more education and mothers reared in urban environments. The only variable classification associated significantly with school nurse as the health department source of assistance, more than expected, was total absence of special interests for fathers. College level or greater education of fathers and mothers—including home economics in colleges for the latter—and high family participation scores (21-30) in community programs were associated more often than expected with utilization of booklets and pamphlets whereas elementary school education for both fathers and mothers and lack of any home economics training for mothers were associated less than expected with health department literature.

4. Red Cross

		observed	
Variable: classification	**Source classification**	**MORE**	**LESS**
		than expected	
Mother's prior experience with children:			
2 and fewer	consultation with personnel	/	

5. School

Variable: classification	Source classification	observed MORE than expected	LESS than expected
Child's extra-curricular activities:			
1	none		/
2 or more	home economics	/	
none	home economics		/
School attendance			
0-5	none		/
6-10, 11-15, 16 and above	none	/	
Occupation of father:			
professional and technical	home economics	/	
farmers, other laborers and service workers	none	/	
Education of mother:			
0-8 years in elementary school	none	/	
0-8 years in elementary school	home economics		/
completed high school	none		/
vocational or trade school or some college, completed college	home economics	/	
Home economics education of mother:			
2 or more years in high school	none		/
2 or more years in high school	home economics	/	
college	home economics	/	
none	none	/	
Family participation:			
none, 1-10	none	/	
11-20, 21-30, 31 and above	none		/
none	Parent Teacher Association		/
11-20	home economics		/
21-30, 31 and above	home economics	/	
Frequency of newspaper:			
daily	none		/
none	none	/	
none	Parent Teacher Association, home economics		/
Number of magazines:			
5 and above	none		/
4	home economics	/	
none	none	/	

Responses of "none" were made more often than expected for school sources when: children had been absent as much as 6 per cent or more of their enrollment, fathers were farmers and other laborers or service workers, mothers had eight or fewer years of education and no home economics education, families either did not participate at all or were in the low participation classification, and there was neither newspaper nor magazines available regularly. "None" was stated less than expected for classifications of: good attendance records of 0-5 per cent absences and one extra-curricular activity of the child, mother's high school graduation and two or more years of home economics in high school, all participation score levels except the lowest, daily newspaper, and five and more magazines. Home economics as a source was associated with: children having two or more extra-curricular activities, fathers employed professionally, mothers with education beyond high school graduation and with home economics two or more years in high school or in college, the highest levels of family participation, and four magazines in the home. Home economics was reported less than expected when children had no extra-curricular activities, mothers had some degree of elementary school education, family participation was in the medium score range of 11-20, and families were without newspapers. Associated with parent-teacher association sources, less than expected, were lack of newspapers and lack of family participation in any community programs or activities.

6. Library

		observed	
Variable: classification	**Source classification**	**MORE than expected**	**LESS than expected**
Child's extra-curricular activities:			
none	yes		/
1, 2 or more	yes	/	
Education of father:			
(no separate classification outstanding)			
Occupation of mother:			
housewife only	yes	/	
professional and technical	yes	/	
operatives and kindred workers	yes		/
Education of mother:			
some high school	yes		/
completed high school, completed college and above	yes	/	
Home economics education of mother:			
2 or more years in high school	yes	/	
none	yes		/
Mother reared on farm:			
partially or rural non-farm	yes	/	
Mother's special interests:			
none	yes		/
Family participation:			
1-10	yes		/
21-30, 31 and above	yes	/	
Number of magazines:			
none	yes		/

Uses of library facilities were sought simply as positive or negative statements. Positive responses were given more often than expected by mothers whose children were involved in any number of extra-curricular activities, who themselves were employed in professional or technical positions or were full-time homemakers, who either graduated from high school or graduated from college or beyond, who had two or more years of home economics in high school, who lived in the country as children but either not on farms or only part of the time, and whose families had high participation scores above 20. Library resources were utilized less than expected when children had no extra-curricular activities; when mothers were operatives or kindred workers, had some high school education but no home economics education, and had no special interests; and the family had no magazines and participated minimally in community programs.

7. Church

Variable: classification:	Source classification	observed MORE	 LESS than expected
Grade in school:			
1, 2	none	/	
5, 6	none		/
2	training course for teaching	/	
Child's extra-curricular activities:			
2 or more	none		/
Child's home responsibilities:			
none	none	/	
3	none, programs for parents		/
1	programs for parents	/	
1	discussion groups		/
none	sermon		/
Education of father:			
0-8 years in elementary school	none	/	
some high school, trade or vocational school or some college	none		/
Father's special interests:			
none, 1	none	/	
4	none, programs for parents		/
1	programs for parents	/	
4	discussion groups	/	
none	sermon		/
Home economics education of mother:			
college	training course for teaching	/	
2 or more years in high school	none		/
none	none	/	
1 year in high school	discussion group		/
2 years or more in high school	discussion group	/	

Mother's special interests:			
none, 1	none	/	
4	none, programs for parents		/
none	programs for parents	/	
none	sermon		/
Family participation:			
none	none	/	
11-20, 21-30, 31 and above	none		/
none	discussion group		/
31 and above	discussion group	/	
21-30	training course for teaching	/	
Frequency of newspaper:			
none	none	/	

Many respondents stated they had received no child care benefits from churches; more often than expected, these were the mothers of children in grades one and two, their children had no home responsibilities, fathers had some level of elementary school education and either none or one special interest, mothers had no home economics education and either none or one special interest, there was no family participation in community activities, and newspapers were absent in the homes. Lack of church services regarding children was associated less often than expected with fifth and sixth grade levels of children, two or more extra-curricular activities and three home responsibilities of children, fathers' education as either some high school or some amount between high school and college graduation, four special interests of both fathers and mothers, two or more years of home economics education in high school for mothers, and all family participation scores beyond low. Knowledge obtained in preparation for teaching children was reported more often than expected when children were in the second grade, mothers had home economics courses in college, and family participation scores were high. Programs in parent education were reported more often than expected when children had one home responsibility and fathers had one but mothers had no special interests; they were associated less often than expected with four special interests of mothers and fathers and three home responsibilities of children. Associated with informal or unplanned discussions of children in church groups more often than expected were the variable classifications of four special interests of fathers, two or more years of home economics in high school for mothers, and the highest level of family participation; less than expected were the classifications of one home responsibility of children, one year of home economics in high school for mothers, and complete absence of family participation in community programs. When children had no home responsibilities and mothers had no special interests, sermons had provided information regarding child care less than expected.

8. Commercial company

Variable: classification	Source classification	observed MORE than expected	observed LESS than expected
Child's extra-curricular activities:			
1	insurance company and medical sources	/	

Child's home responsibilities:			
3	employer		/
3	insurance company and medical sources	/	
2	retail stores and manufacturers or publishers	/	
Occupation of father:			
professional and technical, clerical and sales	employer	/	
farmer	employer		/
Education of father:			
completed college and above	none		/
0-8 years in elementary school	employer		/
completed college and above	employer	/	
Father's special interests:			
none	insurance company and medical sources		/
4	insurance company and medical sources	/	
2	employer	/	
Occupation of mother:			
clerical and sales	employer	/	
professional and technical	insurance company and medical sources, employer	/	
professional and technical	none		/
Education of mother:			
0-8 years in elementary school	employer, retail stores and manufacturers or publishers		/
completed college and above	employer, insurance company and medical sources	/	
completed college and above	none		/
Home economics education of mother:			
college	none or unspecified		/
college	employer, insurance company and medical sources	/	
none	employer		/
Mother's special interests:			
2	employer	/	
1	insurance company and medical sources		/
4	insurance company and medical sources	/	
Mother's prior experience:			
3	retail stores and manufacturers or publishers		/
5	employer	/	
6 and above	insurance company and medical sources	/	
Family participation:			
11-20	employer	/	
31 and above	insurance company and medical sources	/	
21-30	retail stores and manufacturers or publishers	/	

Location of home:			
hamlet	employer	/	
Frequency of newspaper:			
none	insurance company and medical sources		/
weekly and bi-weekly or irregular	employer		/
Number of magazines:			
5 and above	none		/
5 and above	employer, insurance company and medical sources	/	
1	insurance company and medical sources		/

Employers, as a classification of commercial companies, were sources of child care aid more often than expected when fathers and mothers were employed either in professional and technical or clerical and sales occupations, had completed college or beyond, and had two special interests; when mothers had home economics courses in college and had prior experience with children in five different ways; and when family participation scores were in the medium range of 11-20, homes were located in hamlets, and there was ready access to five or more magazines in the homes. Employers were reported less often than expected when children had three home responsibilities, fathers were farmers, fathers and mothers had some degree of elementary school education, mothers likewise had no home economics courses, and newspapers were received in homes at frequencies less often than daily. Insurance companies and medical sources—combined because reported benefits from insurance companies were chiefly remuneration for medical expenditures—were reported more than expected when children had one extra-curricular activity and three home responsibilities; fathers had four special interests, mothers were employed in professions and technical positions, were college graduates and had home economics in college, had four special interests, and six or more means of previous experience with children; family participation scores were in the highest classification of 31 and above; and five or more magazines were regularly available. Insurance companies and medical sources were associated less than expected with fathers having none and mothers with one special interest and with the paucity of periodical literature of no newspapers and one magazine. Instructional information through retail stores and manufacturers plus materials from publishers such as supplementary booklets with encyclopedias were reported by respondents who, more often than expected, had medium-high family participation scores of 21-30 and children with two home responsibilities; but less often than expected the respondents had less than eight years of schooling and had three types of earlier experience with children of elementary school age. Lack of assistance from commercial companies was associated less than expected with at least college graduation of both fathers and mothers, professional or technical occupations of mothers, home economics in college for mothers, and five or more magazines in homes.

9. Radio

Variable: classification	Source classification	observed MORE	LESS than expected
Child's home responsibilities:			
3	yes	/	
Age of father:			
29 and under	yes		/

10. Television

Variables: classification	Source classification	observed MORE	LESS than expected
Child's home responsibilities:			
none	no	/	
3	no		/
3	yes	/	
Father's special interests:			
none	no	/	
4	no		/
none	yes		/
4	yes	/	
Education of mother:			
0-8 years in elementary school	no	/	
Mother's special interests:			
none	no	/	
1	no	/	
4	no		/
1	yes		/
4	yes	/	

While radio was associated significantly with youth of fathers—under 30 years of age—less than expected, both radio and television were associated with three home responsibilities of children more than expected. When children had no home responsibilities, mothers had 0-8 years of schooling, and special interests were none for fathers and either none or one for mothers, respondents more often than expected stated that television had not been a source of child care information; but the classification of four special interests of fathers or mothers was associated with informational television programs more than expected.

11. Newspaper

Variable: classification	Source classification	observed MORE	LESS than expected
Child's extra-curricular activities:			
1, 2 or more	no		/
1	yes	/	

Child's home responsibilities:			
1	no	/	
3	no		/
3	yes	/	
School attendance:			
11-15, 16 and above	no	/	
11-15, 16 and above	yes		/
Occupation of father:			
other laborers and service workers	no	/	
other laborers and service workers	yes		/
Education of father:			
0-8 years of elementary school	no	/	
completed college or above	no		/
trade or vocational school or some college, completed college or above	yes	/	
0-8 years in elementary school	yes		/
Father's special interests:			
4	no		/
4	yes	/	
Occupation of mother:			
clerical or sales and kindred	no		/
professional	yes	/	
professional	no		/
Education of mother:			
0-8 years in elementary school	no	/	
0-8 years in elementary school	yes		/
completed high school	no		/
completed high school, completed college and above	yes	/	
completed college and above	no		/
Home economics education of mother:			
2 or more years in high school	no		/
2 or more year in high school	yes	/	
none	no	/	
none	yes		/
Mother reared on farm:			
(no separate classification outstanding)			
Mother's special interests:			
4	no		/
4	yes	/	

Mother's prior experience:			
4	no	/	
Family participation:			
none, 1-10	no	/	
21-30, 31 and above	no		/
none, 1-10	yes		/
21-30, 31 and above	yes	/	
Location of home:			
village	no		/
village	yes	/	
Number of siblings:			
6 and above	no	/	
6 and above	yes		/
Frequency of newspaper:			
daily	no		/
none	no	/	
daily	yes	/	
none	yes		/
Number of magazines:			
1	no	/	
4	no		/
none	no	/	
none, 1	yes		/
4	yes	/	

Variable classifications associated more than expected with newspapers as sources of child care information were: one extra-curricular activity and three home responsibilities of the child; father's education of any amount above high school graduation, four special interests of fathers and mothers, professional employment of mothers, mother's education either as completion of high school or completion of college and with two or more years of home economics education in high school, medium-high and high family participation scores, residence in villages, daily newspaper, and four magazines. Associated less than expected with affirmative responses regarding newspapers were: high rates of absenteeism in school attendance of children, labor and service occupations of fathers, between zero and eight years of elementary school education of fathers and mothers, no home economics for mothers, either low or no family participation in organized activities, seven or more children, no newspaper, and no more than one magazine.

12. Magazines

		observed	
Variable: classification	**Source classification**	**MORE**	**LESS**
		than expected	
Child's extra-curricular activities:			
none	no	/	
1, 2 or more	no		/
1, 2 or more	yes	/	

Child's home responsibilities:			
none, 1	no	/	
3	no		/
none, 1	yes		/
3	yes	/	
Bedroom mates:			
2 or more	no	/	
Occupation of father:			
other laborers and service workers	no	/	
clerical and sales	no		/
Education of father:			
0-8 years in elementary school	no	/	
completed high school	no		/
Father's special interests:			
none, 2	no	/	
4	no		/
4	yes	/	
Education of mother:			
0-8 years in elementary school	no	/	
0-8 years in elementary school	yes		/
completed high school, completed college and above	no		/
completed high school, completed college and above	yes	/	
Home economics education of mother:			
2 or more years in high school	no		/
2 or more years in high school	yes	/	
none	no	/	
none	yes		/
Mother's special interests:			
none, 1	no	/	
4	no		/
none	yes		/
4	yes	/	
Mother's prior experience:			
6 and above	no		/
6 and above	yes	/	
Family participation:			
none, 1-10	no	/	
21-30, 31 and above	no		/
none, 1-10	yes		/
21-30, 31 and above	yes	/	
Number of siblings:			
2	no		/
6 and above	no	/	
6 and above	yes		/

Frequency of newspaper:			
none	no	/	
none	yes		/
Number of Magazines:			
none, 1	no	/	
4, 5 and above	no		/
none, 1	yes		/
4, 5 and above	yes	/	

Favorable responses for magazines as sources of information were made more often than expected for families with children having any number of extra-curricular activities and three home responsibilities, with fathers and mothers having four special interests, with mothers completing either high school or college and two or more years of home economics in high school and having six or more types of earlier experience with elementary school-aged children, having high family participation scores, and having ready access at home to four or more magazines. Respondents who positively identified magazines as sources less than expected had children with either one or no home responsibilities, had some amount of elementary school education and subsequently no home economics education, lacked any special interests, were either lacking or minimal in total family participation, had as many as seven children, and had either one or no magazines.

13. Relatives and friends

There were no statistically signifcant associations between this source and demographic variables indicating that they provided assistance according to expectations.

D. Very helpful selected sources

Variable: classification	Source classification	observed MORE than expected	observed LESS than expected
Child's extra-curricular activities:			
none	library		/
2 or more	Agricultural Extension Service. library, commercial company, magazines	/	
Education of father:			
0-8 years in elementary school	health department	/	
completed high school	health department		/
some high school	commercial company	/	
trade or vocational school or some college	television, newspaper, magazines	/	
0-8 years in elementary school	newspaper		/
completed college and above	newspaper	/	
Education of mother:			
0-8 years in elementary school	health department, radio	/	
0-8 years in elementary school	magazines		/
completed high school	health department		/
trade or vocational school			

or some college	health department		/
completed college and above	library, newspaper, magazines	/	
Frequency of newspaper:			
none	health department, radio	/	
none	school, library, newspaper		/

From the thirteen selected sources, respondents identified those among their contacts which had been very helpful. Health department was named more than expected when either parent's education was some degree of elementary school and there was no newspaper in the home; the same source was named less than expected if either parent completed high school or mothers had some education beyond high school but less than college graduation. Library sources were viewed as very helpful more than expected by mothers who completed college or beyond and the child had two or more extra-curricular activities but less than expected if no newspaper was received in the home or the child had no extra-curricular activities. For fathers with some college or both parents who completed college, and with children who had two or more extra-curricular activities, magazines and/or newspapers were evaluated as very helpful sources more than expected; likewise, elementary school education of either parent and lack of newspaper in the home were associated less than expected with high evaluation of one or both sources. Commercial companies were considered very helpful more often than expected for fathers who had had some high school education and for children with two or more extra-curricular activities. Radio was associated more often than expected with lack of newspaper and mother's education of less than eight years in elementary school, and television was associated more than expected with father's education beyond high school but less than college graduation.

II. Types of Information or Services Received

A. From sources named in primary recall.

Variable: classification	Type classification	observed MORE than expected	observed LESS than expected
Occupation of father:			
clerical and sales	non-specific		/
farmers	general development		/
clerical and sales	general development	/	
Father reared on farm:			
yes	general development		/
urban	general development	/	
Mother reared on farm:			
urban	school and education		/
urban	emotional and social	/	

Approximately 16 per cent of all subjects initially indicated they had received information or assistance regarding general development. More often than expected, husbands had not been reared on farms and were employed in clerical and sales occupations; less than expected, they were farmers and had been reared on farms. When mothers themselves were from urban backgrounds, they reported emotional and social aids more than expected and school and educational aids less than expected.

B. Most helpful type named in primary recall.

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Father reared on farm:			
yes	general development		/
urban	general development, special problems	/	
Number of siblings:			
2	emotional and social		/
3	emotional and social	/	
5	moral and spiritual	/	
6 and above	non-specific, general development	/	
4	discipline and training	/	

C. From selected sources.

1. Physicians

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Frequency of newspaper:			
weekly and bi-weekly or irregular	literature	/	

2. Agricultural Extension Service
(none)

3. Health department

		observed	
Variable: classfication	**Type classification**	**MORE**	**LESS**
		than expected	
Mother's prior experience:			
3	correspondence	/	
5, 6 and above	correspondence		/
3	examination		/

4. Red Cross
(none)

5. School

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Child's extra-curricular activities:			
1, 2 or more	adult classes		

Child's home responsibilities:			
1	preschool clinic	/	
2, 3	preschool clinic		/
Occupation of father:			
professional and technical, clerical and sales	adult classes	/	
Father's special interests:			
none	preschool clinic	/	
3, 4	preschool clinic		/
1	preschool clinic, other	/	
Education of mother:			
0-8 years in elementary school	conferences and teacher reports	/	
0-8 years in elementary school	adult classes, preschool clinic		/
completed college and above	adult classes	/	
Home economics education of mother:			
1 year in high school	preschool clinic	/	
college	adult classes	/	
none	adult classes		/
Mother's special interests:			
none	preschool clinic	/	
4	preschool clinic		/
Mother's prior experience:			
6 and above	adult class	/	
6 and above	preschool clinic		/
Family participation:			
none	conferences and teacher reports	/	
11-20	adult classes		/
21-30, 31 and above	adult classes	/	
Location of home:			
clustered	preschool clinic	/	
village	preschool clinic		/
Frequency of newspaper:			
none	conferences and teacher reports	/	

Types of school assistance to respondents were preschool clinics, conferences and other types of reports and evaluations by teachers, and adult classes. When preschool clinics were named significantly more than expected, the child had one home responsibility, fathers had either one or no special interests, mothers had one year of home economics education in high school and no special interests, and homes were located in clustered communities. Preschool clinics were identified as a school aids less than expected for: children with two or three home responsibilities, mothers with four and fathers with three or four special interests, mothers with no more than elementary school education and with six or more types of earlier experiences with children, and location of homes in villages. Variable classifications associated with adult classes more than expected were any positive number of extra-curricular activities of children, professional or technical and clerical or sales occupations of fathers, home economics in college and completion of college or beyond plus six or more types of previous experience with children for mothers, and medium-high and high family participation scores. Observed less than expected in association with adult classes were elementary school education and resultant lack of home economics education for mothers and medium family participation scores of 11-20. Respondents (mothers) who had elementary school education, whose families did not participate in any community programs, and who lacked newspapers in their homes more often than expected had received information through conferences and other types of teachers' reports.

6. Library
   (none)
7. Church

Variable: classification	Type classification	observed MORE	 LESS
			than expected
Occupation of mother:			
professional and technical, other laborers and service workers	unspecified	/	

8. Commercial Company
   (none)
9. Relatives and friends

Variable: classification	Type classification	observed MORE	 LESS
			than expected
Child's home responsibilities:			
1	actual care of child	/	
3	actual care of child		/
Age of mother:			
50 and above	no help	/	

D. Regarding specific concerns.
   1. Physical
      (none)
   2. Social

Variable: classification	Type classification	observed MORE	 LESS
			than expected
sex of child:			
female	obedience		/
female	personality	/	

3. Educational

Variable: classification	Type classification	observed MORE than expected	observed LESS than expected
School attendance:			
11-15, 16 and above inadequate records	adjusting to school, getting along with teachers	/	
11-15, 16 and above	sex and reproduction		/
Mother's prior experience:			
3	studying	/	
3	adjusting to school		/
5	adjusting to school	/	
2 and fewer	sex and reproduction	/	
6 and above	sex and reproduction	/	
Location of home:			
open country	sex and reproduction		/
hamlet	money concepts and use		/
village	sex and reproduction	/	

Adjusting to school was the type of educational concern for their children expressed more often than expected by mothers when the children's absences from school were greater than 10 per cent of their enrollment or their records were not complete regarding attendance and when mothers had five types of previous experience with children; but the same concern was associated less than expected with three types of experience with children for the mother. Village residence and either two and fewer or 6 and more experiences with children were associated more than expected with educational concerns regarding sex and reproduction whereas open country residence and high rates of absenteeism for children were associated with sex and reproduction concerns less than expected. Concern about how children got along with teachers was associated with high rates of absence from school and concern about studying was associated with three types of earlier experiences with children for mothers, both more than expected.

4. Emotional Concerns
(none)

III. Desired Services and Information

A. General

1. Information or service

Variable: classification	Desire classification	observed MORE than expected	observed LESS than expected
Age of child:			
(no separate classification outstanding)			
Child's home responsibilities:			
none	socialization, emotional control	/	

Mother reared on farm:			
urban	socialization, emotional control	/	
Mother's prior experience:			
6 and above	school or educational needs	/	
4	socialization, emotional control	/	

2. Sources for information desired

Variable: classification	Source classification	observed MORE than expected	observed LESS than expected
Occupation of father:			
managers and officials, clerical and sales	educational group meeting	/	
Familiy participation:			
31 and above	educational group meeting	/	

B. Specific

1. Preferred means for obtaining assistance

Variable: classification	Preference classification	observed MORE than expected	observed LESS than expected
Child's extra-curricular activities			
2 or more	discussion group	/	
Child's home responsibilities:			
1	someone outside home		/
3	someone outside home	/	
3	either		/
Bedroom mates:			
1	someone outside home	/	
no other person	someone outside home		/
2 or more	someone come into home	/	
no other person	discussion group	/	
Father reared on farm:			
partially or rural non-farm	either	/	
Education of mother:			
0-8 years in elementary school	someone come into home	/	
Home economics education of mother:			
1 year in high school	someone come into home		/
none	someone come into home	/	
none	discussion group		/
college	either	/	

From the four choices offered, mothers who preferred to obtain assistance or information from discussion groups more often than expected had children with two or more extra-curricular activities and separate bedrooms, and less often than expected they themselves had no home economics education. Mothers whose children had three home responsibilities and shared their bedrooms with one other person more than expected preferred to consult with someone outside the home whereas those whose children had one responsibility and did not share their bedrooms less often than expected stated this preference. Preferences for someone to come into their homes were expressed more than expected when the children shared their bedrooms with as many as two or more persons and mothers had no home economics education; but if mothers had one year of home economics in high school this preference was stated less than expected. Respondents who could not single out one preference but considered either method desirable, usually according to needs, more than expected had home economics in college and husbands whose backgrounds were only partially farm or were rural nonfarm but less than expected had children with three home responsibilities.

2. Reason for preference

Variable: classification	Reason classification	observed MORE	LESS
		than expected	
Occupation of father:			
other laborers and service workers	inaccessibility of others	/	
operatives and kindred workers	want child studied in usual surroundings	/	
professional and technical	according to needs	/	
Education of father:			
0-8 years in elementary school	inaccessibility of others	/	
0-8 years in elementary school	benefit from experience or sharing		/
Father reared on farm:			
(no separate classification outstanding)			
Father's special interests:			
1	desire or respect for specialist or special training		/
1	more conducive to learning	/	
3	inaccessibility of others	/	
4	inaccessibility of others		/
Education of mother:			
0-8 years in elementary school	inaccessibility of others	/	
completed high school	inaccessibility of others		/
0-8 years in elementary school	benefit from experience or sharing		/
completed college and above	according to needs	/	

Home economics education of mother:			
2 years or more in high school	inaccessibility of others		/
none	inaccessibility of others	/	
none	benefit from experience or sharing		/
college	according to needs	/	
Mother's prior experience:			
4	inaccessibility of others	/	
6 and above	inaccessibility of others		/
5	more conducive to learning	/	
2 and fewer	according to needs		/
Family participation:			
none	inaccessibility of others	/	
21-30	inaccessibility of others		/
31 and above	more conducive to learning		/
Number of magazines:			
5 and above	inaccessibility of others		/
none	inaccessibility of others	/	
1, 4	want child studied in usual surroundings	/	
5 and above	benefit from experience or sharing	/	
3	according to needs	/	

Reasons for preferences varied according to the methods, but there was some overlapping, as for example, inaccessibility of other methods could have been the reason for preferring reading materials and also for having someone come into the home. Respondents who cited inaccessibility of others as their reasons more than expected were wives of laborers and service workers who had elementary school education and three special interests, themselves had elementary school education with no home economics and four types of previous experience in care of children, lacked participation in community programs and subscribed to no magazines. Those who attributed reasons to inaccessibility of others significantly less than expected had husbands with four special interests, had themselves completed high school with two or more years of home economics in high school and had six or more types of experiences with children, had medium high family participation scores of 21-30, and subscribed to five or more magazines. Interests in having children studied in their usual surroundings were expressed more than expected when fathers were operatives or kindred workers and either one or four magazines were available. Benefit from experience or sharing, the reason for preferring group discussions, usually was associated more than expected with only the classification of five and more magazines but was associated less than expected with elementary school education for both parents and no home economics for mothers. More conducive to learning was the reason given more often than expected for fathers having one special interest and mothers having five types of experience with children previously but less than expected for high participation scores of 31 and above. Desire or respect for a specialist or special training was significantly associated with only one classification, one special interest of fathers, less than expected. Most respondents who did not distinguish a single preference but stated either or multiple methods were desirable reasoned that the most favorable choice was determined by needs; and that explanation was given more than expected for professional and technical employment of fathers, college graduation and beyond of mothers with home economics in college, two and fewer previous experiences with children for mothers, and three magazines.

3. Selected publications
   (none)

4. Selected sourses

Variable: classification	Source classification	observed MORE than expected	LESS than expected
Age of child:			
8 years	Red Cross, television, radio	/	
9 years	church	/	
10 years	relatives and friends	/	
12 years	health department	/	
over 12 years	commercial company	/	
Child's home responsibilities:			
none	physician, church, magazines	/	
3	Red Cross, radio	/	
Father's special interests:			
none	school, magazines	/	
4	Red Cross	/	
4	magazines		/
2	relatives and friends	/	
Mother's special interests:			
1	school	/	
2	newspaper	/	
3	relatives and friends	/	
4	Red Cross	/	
4	school		/
Family participation:			
1-10	Agricultural Extension Service		/
11-20	Red Cross		/
21 and above	Red Cross	/	
none	church	/	
Number of siblings:			
2	Red Cross	/	
2	church		/
3	health department		/
3	television, newspaper	/	
4	church	/	
6	commercial company, relatives and friends	/	
none	magazines	/	
Frequency of newspaper:			
weekly and bi-weekly or irregular	physician, relatives and friends	/	
none	school, commercial company	/	

From the thirteen selected sources, respondents were asked to indicate those from which they would like to receive services or information. Red Cross was named more often than expected by mothers of children eight, years old and with three home responsibilities, for fathers and mothers with four special interests, with high family participation scores of 31 and above, and with three children in the family; but medium family participation scores of 11-20 were associated less than expected with desires for Red Cross aid. Television was desired more than expected when there were four children in families and the children in this study were eight years old; likewise, radio was desired by mothers of eight-year-old children and when the children had three home responsibilities. Variable classifications associated with greater-than-expected desires for relatives and friends were age ten of children, two special interests of fathers, three special interests of mothers, six siblings (or a total of seven children in families), and limited access to newspapers as weekly, bi-weekly, and irregular. Church sources were desirable more than expected when children were nine years old, children had no home responsibilities, families were non-participators in community programs, and there were five children in families, but they were desired less than expected when there were three children in families. Desires for health department aid were associated more than expected with age twelve of children and less than expected with three siblings. For school, the associations more often than expected were no special interests of fathers, one special interest of mothers, and no newspaper; and less than expected, the classification was four special interests of mothers. Statements of desires for help from physicians were greater than expected when children had no home responsibilities and when newspapers were received less regularly than daily. Respondents with children over twelve years old, seven children in their families, and no newspapers more often than expected expressed desires for commercial company aids. Newspaper information was desired more than expected when mothers had two special interests and four children; and magazine information was desired more when children had no home responsibilities, mothers had no special interests, and there were no other children but was desired less than expected when mothers had four special interests. The only classification significantly associated, less than expected, with desires for Agricultural Extension Service as a source of child care aids was low family participation scores of 1-10.

C. Desired assistance regarding specific concerns

1. Physical
   (none)
2. Social

Variable: classification	Type classification	observed MORE	LESS than expected
Education of mother:			
0-8 years in elementary school	personality		/
0-8 years in elementary school	television	/	
some high school	personality	/	
trade or vocational school or some college	obedience and discipline		/
trade or vocational school or some college	getting along with others	/	

3. Educational

Variable: classification	Type classification	observed MORE	LESS than expected
Sex of child:			
(no separate classification outstanding)			
Child's home responsibilities:			
(no separate classification outstanding)			
Education of father:			
trade or vocational school or some college	studying		/
completed high school	homework	/	
Home economics education of mother:			
(no separate classification outstanding)			
Mother's special interests:			
3	sex and reproduction		/
4	homework		/

Homework needs were expressed more than expected for fathers who completed high school and less than expected for mothers with four special interests. Needs regarding children's studying were indicated less than expected when fathers had attended trade or vocational school or some college. Educational assistance regarding sex and reproduction was desired less than expected by mothers with three special interests.

4. Emotional
(none)

IV. Related Subjects

A. Traits of child

1. Desirable or pleasing

Variable: classification	Trait classification	observed MORE	LESS than expected
School attendance:			
6-10	intelligence and education		/
11-15, 16 and above	helpful with chores	/	
11-15, 16 and above	character and religion, independence and responsibility		/
Education of mother:			
0-8 years in school	helpful with chores	/	
0-8 years in school	talents and interests		/
trade or vocational school or some college	independence and responsibility		/
completed college and above	intelligence and education		/

2

Mothers who had at least graduated from college and those whose children had medium absentee rates of 6-10 per cent less often than expected viewed intelligence or education as favorable traits in their children. When mothers achieved education somewhere between high school and college graduation, they less often than expected expressed views that independence and responsibility were desirable traits possessed by their children. Mothers whose formal education was less than eight years more often than expected were pleased that their children were helpful with chores but named talents and other interests possessed by their children less than expected. For children with high rates of absences from school, mothers more than expected were pleased with the children's helpfulness and less than expected stated their pleasure in character and religious development or independence and responsibility.

2. Undesirable or displeasing

		observed	
Variable: classification	**Trait classification**	**MORE**	**LESS**
		than expected	
Sex of child:			
(no separate classification outstanding)			
Number of siblings:			
none	emotional expression		/
none	health problems	/	
5	emotional expression	/	
6 and above	health problems		/
Position of siblings:			
combination older (same or both sexes) and younger	irresponsibility		/
only child	emotional expression		/
younger only, either sex	lacks desirable personality traits	/	
only child	health problems	/	

Health problems were identified as undesirable traits more often than expected by mothers of a single child whereas mothers of seven or more children viewed health as negative less than expected. Undesirable emotional expression was reported more than expected for children with five siblings but less than expected for only children. For middle children having both older and younger siblings, irresponsibility was named less than expected as an undesirable trait. Rather than definite negative traits, the lack of certain desirable traits was displeasing more than expected by mothers of children who were the oldest in their families.

B. Concerns and problems considered important

1. Early school period

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Sex of child:			
(no separate classification outstanding)			

2. Anticipated in future

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Sex of child:			
male	character development	/	
female	character development		/
male	dating and other social activities		/
female	dating and other social activities	/	
male	driving cars and similar privileges	/	
female	driving cars and similar privileges		/
male	other		/
female	other	/	

C. Suggestions for assistance for concerns and problems

1. Early school period

		observed	
Variable: classification	**Type classification**	**MORE**	**LESS**
		than expected	
Education of father:			
0-8 years in elementary school	study and discussion groups		/
completed college and above	study and discussion groups	/	
trade or vocational school or some college	indefinite or parents must help selves	/	
Frequency of newspaper:			
weekly and bi-weekly or irregular	person for consultation	/	

2. For the future

Summary and Discussion

From results of this project in which 496 mothers of randomly selected rural elementary school pupils were asked forty-eight questions, an unwieldy number of observations and conclusions were possible. More practical, however, seemed to be the summarization of the most outstanding results with the investigators' interpretations regarding implications.

Slightly more than 15 per cent (188 of 1248) of the contingency tables of relationships between demographic variables and items of information revealed statistically significant associations at the .05 level of significance. The number of items significantly associated with a single variable ranged from one to 15, and the number of variables associated with a single item was zero to 17. Variables for which associations were most numerous were: occupation of father, education and special interests of both parents, home economics education and prior experience with children for mother, child's extra-curricular activities and home responsibilities, and frequency of newspaper reception. Relatively nonfunctional according to small numbers of statistical associations were: child's age and grade in school, age of both parents, mother's occupation, location of home, number of communities of residence, and position of siblings.

Most of the respondents initially named at least one source of child care assistance since their children entered school, and several recalled as many as five different sources without any suggestion of appropriate responses. A few persons stated they had received no information or service, but it is possible for most that their children were in the lower elementary grades and thus had less time for which to report.

In contrast to the earlier Age Levels involving young children and preschool children for which physicians and grandmothers were the most outstanding resources, school personnel and programs were most prominent for the elementary school years. This was particularly notable when there were older siblings of the same sex, perhaps a combination of recall by respondents for more than one child. Reception of information or assistance which dealt with school and education was reported by a much greater number of respondents than any other type of help. From evaluations of the most helpful sources and types of assistance, school and education were named in approximately half of the responses to all types combined. Such findings were not surprising inasmuch as the major new undertaking (adjustment) and the most important common occupation of children of this age involved education through the schools.

Those mothers who claimed to have received no help from school in the care and understanding of their children were apparently those who lacked confidence regarding school themselves. They had eight years or less of formal education, family participation in community organizations was minimal, fathers were employed in occupations which did not require special training or education, and the children had high percentages of absenteeism from school for undetermined reasons. Perhaps the latter were the cause of statements by principals in a few schools that there still are children of a few apathetic parents who have to be located and brought to school involuntarily.

Classroom teachers were most often the specified school sources of assistance. Mothers of children in upper elementary grades held in high esteem the teachers who had genuine concern and could both appraise children realistically and offer concrete suggestions for their improvement. In many cases, such persons were teachers from earlier years whose influences through understanding, creating interests, and help in resolution of problems were remembered. For these elementary school years, most evaluations of teachers as "good" focused on teacher-pupil relationships as highly important. Many mothers stated they considered children's early school adjustments to be closely related to their teachers' personalities in the classroom and in communicating with parents.

Interviewers often sensed a covert reaction which indicated that respondents thought some stigma might be attached to affirmative responses when they were specifically asked if they had any contacts with school principals for learning about children. The observation was exemplified in hasty explanations that principals had provided information through group meetings such as parent-teacher associations or preschool clinics and on a personal friendship basis rather than for discipline because of misconduct. In reality, such an image of principals was probably a reflection from the parents' childhood experiences. Generally, principals were respected and the information they provided was appreciated as authoritative. Numerous unsolicited suggestions that principals should address parents more often and with greater varieties of information emphasized confidence in their knowledge and understanding of children.

Respondents revealed profound interests in education in a variety of other ways. Attitudes and habits of studying were reported as concerns by more mothers than any other classification of concerns which were included in specific inquiry, and reading and language were the chief problem areas, according to the mothers. Homework, which probably was very closely related to attitudes and habits, concerned a second large group of respondents. Expressed desires regarding educational concerns fell principally into the same two classifications of studying and homework. Among problems anticipated in the near future, all educational interests ranked second only to the more notorious social activities of adolescence; likewise, education and school ranked third as important concerns of the current elementary school years following character and social development as first and second. Educational and intellectual traits were described as pleasing by more than one-fourth of all respondents while only 19 mothers named educational difficulties as displeasing. An interesting fact is that mothers who graduated from college named these traits as favorable less than statistically expected, perhaps an indication that they either take such traits more for granted or that their standards are higher and thereby the traits are not as likely to be highly appraised. Although the overwhelming majority of respondents reportedly learned about children from school resources—for example, 92 per cent named teachers—they yet rated school second among fourteen as the selected sources from which they desired help. The types of assistance desired from the selected sources was most often preparation for school or help with school problems and provision of literature. More than 85 per cent of the mothers had conferences with teachers but the same mothers often voiced desires for more conferences and personal reports, especially when a particular teacher had not encouraged this relationship or the child's school problems had been greater than usual. Finally, as evidence of interest, 57 per cent of the mothers desired one or more of the selected publications which dealt primarily with education; however, familiarity with any publications classified as "education" was limited to 30 persons. Illiteracy or lack of interest in reading was suspected for many of the remaining persons.

Nonprofessional persons as resources were rated high quantitatively but much lower qualitatively. Grandmothers (both maternal mother and mother-in-law) were distinguished from other relatives for the benefit of comparisons with earlier Age Level results. Although grandmothers were reported proportionately less for school children than for younger children, they still were among the major sources of help. The reduction in proportion of grandmothers providing assistance may be due to older age and greater likelihood of death. All other relatives and acquaintances, combined, were reported in greater numbers than grandmothers in the initial primary recall question and in specific questions. Types of information or assistance provided by untrained relatives and friends often were not clearly identified; usually the mothers suggested that such persons were readily available for discussion of casual interests of almost every variety. Specified services of relatives and friends were largely general information and actual care of children. Informal conversation very likely contributed most to the former, and the latter involved babysitting arrangements which are usually less sophisticated among rural families than among urban people. Encouragement, reassurance, influence or example, and provision of clothing and books were other aids from nonprofessional persons. Wide variations were apparent in the degrees of acceptance of such aids: some wholeheartedly trusted the experience and judgment of their own mothers in particular, some stated emphatically that they ignored all advice lacking in scientific knowledge, others decided for themselves what they considered acceptable, and many mothers did not reveal their thoughts of the values of such help. There was some evidence on the basis of remarks related to primary recall and evaluations that only the relatives and intimate friends were especially meaningful in the care of children. This is probably a reflection of the mutual regard which determined the friendship rather than the quality of the information or service. The fact that only two persons expressed desires for assistance from relatives and friends suggests that this resource is functionally adequate.

Fathers were included in specific questions because many mothers in earlier Age Level studies did not take their contributions for granted as had been expected. Perhaps the assumption that both parents share child-rearing responsibilities is a cliché of parent educators. More than 93 per cent of the present sample stated their husbands were involved in the interests and decisions regarding their elementary school children. The actual number of the remaining 22 husbands who did not aid in the care of their children is unknown—twelve persons evaded definite answers—but two mothers explained that their husbands were absent from home during the entire work week and they did not wish to detract from their brief family time with problems and decisions. While it is possible that others may have had similar circumstances which remained undetected, it is believed that this phenomenon is less prevalent among rural families than among suburban families. Many rural fathers commute daily to a nearby town or city where, in addition to partial self-employment, they work standard shifts which are becoming progressively shorter and thereby permit more time at home than previously. In contrast, a greater percentage of suburban fathers are employed in "travel occupations" and in management positions and professions for which working hours have not been shortened through labor negotiations. This trend simulates in many ways the characteristics of the one-parent family and may indicate needs for specialized parent education services for these and other minority groups.

Physicians and other medical sources were important but in somewhat fewer and different ways than for preschool children. Whereas 22 per cent of the subjects in the beginning of interviews reported that physicians and all other medical personnel had provided services or information regarding their elementary school children, 8 per cent of the respondents made the superlative judgment of most helpful source for the same group. Through direct questions it was determined that only fifteen persons had no communication with professional medical persons; and they, more than expected, possessed lower living conditions such as low or nonparticipation scores, lack of newspapers, lack of responsibilities for children, and great mobility. When given freedom to identify all selected sources which they considered very (rather than *most*) helpful, almost 47 per cent of the patrons included physicians. Family doctors and general practitioners were most prominent, especially for families lacking or low in social participation, followed in order by dentists, pediatricians, specialists such as surgeons, and others such as nurses and chiropractors. Prevailing types of care for this age were either routine care such as dental check-ups and immunizations or specialized care such as surgery and fitting glasses. The earlier needs for diagnosis and treatment of disease and illness continued but were diminished. Very little literature was provided by medical sources although a variety of free pamphlets pertaining to physical and mental health are available. Such literature could be utilized as supplements to examinations and consultation by physicians and could be displayed with very little effort in waiting rooms for parents to make selections according to their recognized needs and interests. Half of the mothers stated they had discussed concerns of development with physicians either in conjunction with other visits or separately, and others indicated they would have liked opportunities for discussion of many problems with qualified persons. Details of concerns or topics of such consultation were not ascertained; but subsequent descriptions of physical concerns for which help was desired included poor eating habits associated with food likes and dislikes, overweight or underweight, early adolescent development, extreme interest or disinterest in grooming, inadequate rest, and special health matters. Consultations probably included not only physical concerns associated with pubescence but emotional and social behavior as well. Physicians in the past usually have not received formal instruction in the problems of development and relationships. In extreme cases or for physicians who most keenly sensed their own inadequacies in this regard, they have been expected to make referrals to other persons or agencies. It is for the less critical cases that one discerning person has suggested that physicians associated in clinics might conjointly employ assistants trained in child development and family relationships to conduct nontherapeutic services much in the same way that dental assistants relieve dentists for more specialized work. In view of pediatricians' estimates that more than half—some say as much as 75 per cent—of their time is spent in well-child care, it appears probable that such services would be beneficial to physicians and their patients.

In comparison to earlier Age Levels, there appeared less evidence for this age that mothers sought medical counsel in desperation than from evolving concern. Urgency for medical care was probably minimized by mothers' greater maturity and self-confidence and also by such factors as improved stamina and resistance to physical ailments among older children, greater experience of parents in judging medical needs of children, previous treatment of most birth defects except those requiring continued care, less time in proximity to children with lessening of close observation of symptoms which might have created anxieties regarding younger children, and the capability of children to resolve many problems without parents' awareness. Seemingly, the needs for medical services were approximating sufficiency as signified by the small number of persons (22) who expressed desires for health and physical welfare services and by the rating of physicians ninth in order among the fourteen selected sources from whom assistance was desired. Familiarity and utilization of medical services are more realistic explanations for such findings than any devaluation thereof.

Services of health departments were much more prevalent for school children than for children in the younger Age Levels. Increases were likely attributable to requirements for entering school and the needs detected later by school nurses. More than two-thirds of the mothers reported taking their children to health departments and clinics, nearly twice as many proportionately as for preschool children. Almost all of the children received immunizations, but about one-third were also examined. Exactly 200 subjects received some type of information or service from school nurses or dentists, a service new to this Age Level; and 137 obtained booklets and pamphlets from health department sources. Literature was reported more often than expected for families of high social participation and education, and other services were reported more than statistically expected when parents had only elementary school education. Fewer than 4 per cent of the respondents stated desires for health department aids, an indication that parents judge the services to be adequate. Because some local health departments maintain extensive supplies of literature, including most of the publications which respondents stated in greatest numbers they desired, it appears that respondents either are not thoroughly acquainted with all services available to them or they do not wish to make necessary efforts to obtain the literature.

While only about one-tenth of the respondents reported from their own memory initially that they had read child care information, there were later assurances that literature was an important source just as had been true for the younger Age Levels. When presented with four media from which information could be obtained, the second largest number preferred reading materials; and there was no account of the numbers who would have liked literature in addition to their first preference. There were no unusual characteristics of the persons who expressed this preference—that is, there were no significant relationships with demographic variables. More revealing assessments of literature were derived from reactions to 43 selected publications. Cumulative totals of 844 mothers were familiar with some of the publications, and 524 were familiar with others which were similar. For both groups of familiar publications, exact and similar, Spock's *Baby and Child Care* was foremost, followed by a U. S. Children's Bureau publication, *Your Child From Six To Twelve*, to 34 and 28 per cent of the respondents, respectively. More than half of all familiar publications contained general development information, and the least familiar publications contained information about education. Even more meaningful in evaluating the potentiality of literature in parent education were the expressed desires for the selected publications of which there was a cumulative total of 2859 selections by the sample mothers. Special topics were most outstanding: major classifications were sex education, personality and social development, and education in that order. The four top desired publications were: *Helping Brothers And Sisters Get Along, How To Tell Your Child About Sex, Your Child's Sense of Responsibility* and *How To Help Your Child In School*. The latter was shown in inexpensive paperback, and the pamphlets are relatively inexpensive. Striking differences between cumulative totals for familiar and desired publications may be at least partially expained by the facts that most familiar materials were disseminated without charges whereas many of the desired publications require purchase and entail efforts such as ordering. This may further indicate the needs for agencies which produce and distribute free literature prodigiously to consider preparation of literature pertaining to the topics which were most highly desired.

Other mass media resources investigated were television, radio, magazines, and newspapers. It appeared that neither medium was utilized to even a modicum of its potential. Inquiries about information through these media were answered in terms of exposure without regard to extensiveness or evaluations of their offerings. Affirmative responses were given by two-thirds of the respondents for magazines, by three-fifths for television, by slightly more than half for newspapers, and by three-tenths for radio. Radio was noted for almost exactly half as many persons as television; but types of information obtained from both were meaningfully described by very few persons. Fifteen mothers heard religion and character information—usually sermons—on radio, and the remainder were either incidental or fragmentary or of such variety as to be classified together as others. Child care information was derived from entertainment programs on television by 98 mothers; 21 mothers learned about religion and character which, like radio, was usually through sermons; and unique for television were 25 responses of programs on education from the university channel. Medical, health, and related news items were read in newspapers by 80 persons and all other types were read by much smaller numbers. Magazine articles pertaining to social and emotional matters were read by 56 persons, health-related matters by 51, and all others by smaller numbers. To the investigators, three of the media—television, radio, and newspapers—have only meager offerings which could account for the small numbers of responses which would have been even smaller if only planned educational information had been reported. Reasons for the small numbers of persons who had read informative magazine articles are unknown inasmuch as most women's magazines typically contain articles related to child care and family relations, and farm magazines often have such articles. The fact that 15 per cent of the families had access to no magazines while more than 30 per cent subscribed to five or more and an additional 30 per cent subscribed to three or four compounded the apparent inconsistencies between the majority of affirmative reports for reading articles and the few distinctions of the types of information read. Similarly, almost three-fourths of the families had daily newspapers and an additional 12 per cent received newspapers at less frequent intervals each week; yet, only a small proportion could recall types of information they had read in newspapers. (Kindred data were not obtained for television and radio possession.) Do these facts pertaining to newspapers and periodicals arouse doubts as to the merits or parent education articles; or, is it perhaps more realistic that the mothers actually had read a considerable amount of information which was not fresh in their memories but which had become a subconscious reservoir from which they drew knowledge when needed? Hopefully, it is the latter. Another question concerns whether parents prefer to read child care articles inserted among numerous others in magazines or lengthier, explicit materials such as pamphlets. Such answers were not obtained in this study.

As might logically be expected, those parents who read about child care in either magazines or newspapers apparently were those who enjoyed reading in general. Such characteristics as high levels of participation, several special interests, and high educational attainments of both parents plus subscription to daily newspapers and several magazines were associated more often than expected with having read child care information; the same characteristics were not disproportionately associated with radio and television.

Regardless of limitations in personal possession of reading matter, interested persons can claim few excuses. Most libraries either have or could obtain on loan from the State Library an abundance of books and other aids on almost all topics related to children and parenthood; yet, only 15 per cent of all respondents indicated they had any contacts with libraries or bookmobiles and one-third that number rated library resources as very helpful.

Inasmuch as the persons who had obtained information from libraries were those of higher education, wider range of special interests, and greater participation than those who had not, the experiences of a research team working among low-income, low-educated families in Detroit, Michigan, may bear implications for rural families also. They found that mothers showed no interest in libraries when told of the availability of information. Upon closer observation and study, however, they discovered that most of the women had never been inside a library and felt they would be embarrassed by conspicuous display of their ignorance if they made attempts to acquire help. After being taken on tours "almost by the hand" by project leaders and given explicit instructions and demonstrations in use, many women checked out books for themselves. Perhaps similar needs exist among rural families not only in the use of libraries but of all other services which are identified primarily with middle class, informed families. Trite sayings that those who have the greatest needs are those reached least efficiently may be outgrowths of misunderstandings of practicable parent education techniques needed among poorly educated groups. Parent-teacher associations, churches, and other organizations cater to the same interested groups who, in many cases, would seek information individually if it was not available in groups; nonparticipants remain on the outside periphery, uninformed, unchallenged, and often suspicious and critical.

Radio information had been heard less than expected by the younger-aged parents, probably a result of greater proportions of younger families' exclusive ownership of television sets; and more respondents expressed desires for informational television programs than for radio programs. Although television is the source of conflicts in many families because children lack the necessary self-discipline for choosing appropriate programs and controlling the time spent in viewing, one revelation from this study is that there are many other families for whom the opposite is purportedly true. Innumerable unsolicited remarks disclosed appreciation for television as a substitute baby sitter through entertaining and occupying children's time to free mothers for other activities without intrusions. Due to the paucity of numbers, inferential analyses were not calculated for the types of aids received from television and the other mass media, thus it is not known what demographic traits were associated with this unexpected account of television services. Impressions, however, were that parents whose education was minimal, who did not spend time in active participation in community programs, and who had either large or very small families rather than medium numbers of children were those who expressed approval in this manner. In other words, parents who were inadequately equipped to provide interesting activities and diversions or felt restricted by the time-demands of their children were pleased to have television solve such problems for them.

To the investigators, it seems that television is the most captivating medium of mass communication of child care information, especially to parents of lower standards of living who are least likely to be reached by other media. While most publicly financed programs aimed at enriching the lives of poor and deprived families require high ratios of trained personnel working with small groups, carefully planned television programs could reach unlimited numbers simultaneously. There is probably no intrinsic reason why entertainment programs could not persuasively present sound principles of child care and family relations. The greatest handicap to utilization of this medium would be the impossibility of evaluating results, an important factor in obtaining financial support for experimental programs. Commercial sponsors whose interests would be in popularity as determined by numbers of viewers might be one solution.

Church was the most prominent organization of voluntary participation by families in the sample. Approximately 85 per cent of the respondents had some type of contact with churches. With 10.6 per cent of the families reporting no participation in any organizations, church was included by almost all families in which there was any degree of participation. Most information regarding child care from church sources probably was incidental, having been derived mainly from sermons, ministers, and casual discussions among parents in church groups. Planned programs for parents had been attended by one-eighth of the respondents. Several mothers were impressed by the quality of certain church materials, especially those developed for use in training leaders to work understandingly with children but which apparently are not generally available to parents. Almost all persons who identified types of information and services obtained from church sources had learned about character development and religion for children, and nearly half had received assistance with either personal or family problems which could have affected children. Although small in number, 13 persons reported that practical church contributions such as money, clothing, and food had been valuable in the care of their children. Among all selected sources, the fourth largest number of respondents desired assistance in child care from church resources. Types of help desired for which churches could be adaptable were provision of literature, parents' programs and discussion groups, and information about development.

Those same types of help suggested for churches could also be provided by the Agricultural Extension Service, the source for which more mothers expressed desires for contacts than any other selected source. Probably the explanation for its primacy among desired sources was the fact that 88 per cent of the subjects stated they previously had no contacts, but many apparently were aware of the existence of home economics agents and demonstration clubs. Those who had engaged in Agricultural Extension Service activities were characterized more than statistically expected by education beyond high school and high family participation scores. Nonparticipating and poorly educated parents with feelings of futility or less ambition regarding self-improvement are a challenge to all services in creating motivations and interests sufficient to maintain their cooperation.

The media preferred by subjects for obtaining information and assistance along with reasons for preferences are suggestive of types of programs which might be expected to be most acceptable. Study and discussion groups were foremost of the four media. Respondents stated they learned best from hearing other parents describe their experiences and solutions. Reservations regarding "authorities and experts" were stated or implied by a considerable number of mothers, and they often emphasized the importance of practical ideas shared in lay language as most meaningful. A combination of lay participants with leaders skilled in the techniques of guiding discussions would probably be most widely beneficial. Reading materials were preferred by the second largest group of mothers for such reasons as ready availability, small costs, and conduciveness to learning. An explanation of the latter reason was that some mothers liked to read information repeatedly until it was clear; they had sometimes been confused or uncertain after they heard information for the first time. When accuracy is vital, perhaps written information is needed to supplement oral discussions. Preferences for someone to provide assistance and information by coming into the home were expressed by mothers who were handicapped in transportation or child care; more often than statistically expected they had less than eight years of education and crowded living conditions of two or more persons sharing the child's bedroom. (The same conditions also existed for some subjects who preferred reading materials.) A few respondents thought trained persons should observe children in their usual environment in order to make diagnoses and recommendations, usually related to social behavior. Those who preferred to take their children to someone outside the home, the least among the preferences, were thinking chiefly of specializations which they respected or professional persons from whom they would like services; but a minute number stated they simply preferred to get away from home distractions and focus on the individual child. In realistic examination of data, a small but more negative group should not be overlooked: 15 mothers evaded definite responses in efforts to be noncommittal, supplying evidence that there are some families genuinely disinterested in gaining knowledge for the care and understanding of children.

Reasons for preferences may bear greater consequences in successful parent education programs than the actual preferences of media, especially when certain services or personnel are already available. Their serviceability might be augmented by relieving problems underlying the expressed reasons. Although such arrangements may involve additional efforts and expenses, they appear to be relatively cheap on a per capita basis compared to failures to reach people. For group programs, it appears that discussion is necessary to satisfy the interests of the majority. Services of specialists often can be afforded for groups when they would be prohibitive individually. Specialists might serve effectively as speakers to introduce subjects and present information of general interest, followed by informal discussions. Such a plan of incorporating more than one technique would appeal to some persons who could not state singular preferences as well as to those who stated they would like either of the singular preferences. It may be necessary to arrange for care of young children in order to involve some mothers, and still others might be interested in participating if transportation was arranged. Mobile units comparable to bookmobile services of libraries could be used to reach people in their own geographic areas with a great variety of services which require special equipment. Success in the acceptance of a health service was demonstrated in the massive distribution in many localities of oral polio vaccine at nominal expense. Other equipotential innovations and creative experimentation are needed in finding ways to serve all families.

While more than two-thirds of the subjects ostensibly received no pertinent aids from commercial sources, statistical associations made one classification conspicuous. Employers of upper-class parents, denoted by college graduation or beyond and by professional occupations, provided more services regarding children and families than other employers or else their services were more highly recognized. Perhaps these are fringe benefits of such occupations. Literature was the single aid usually described, and the respondents stated they read and liked the booklets thus obtained.

Concern is defined as "... that which affects the welfare or happiness; interest" or "... interest in, or care for, any person or thing; regard, solicitude; anxiety". In the belief that parents have numerous "concerns" which would not be described as critical problems resulting from actual misconduct or maladjustment of their children but for which they might be expected to be most appreciative of assistance, definite questions sought to determine the classes of physical, social, educational, and emotional concerns of parents during the elementary school years of their children. Physical and educational concerns were previously discussed with related subjects. Chief among stated social concerns, according to numbers, was getting along with family members which most often involved sibling relationships. All matters related to viewing and negative influences of television rated second. Other social concerns in descending numeric order were: lack of obedience, discipline (usually for effectiveness of methods), getting along with friends, and general personality development. Responsibility was listed as an emotional concern because no other label was more appropriate, and more respondents named it as a concern than any other. Anger was second among emotional concerns followed in order by jealousy and love, fear and nervous behavior, and religion and character development. Types of concerns were significantly associated with very few demographic characteristics indicating that they occurred among all groups somewhat as expected.

Final evaluative accounts summarized what respondents considered to be most important of all concerns of parents regarding their children. For the early school period, the three outstanding classifications were: character and religious development, social and personality development, and education and school matters. Physical dangers, sex education, and economic provisions were also included. Concerns anticipated in the future were largely dating and other adolescent social activities and education. Independence and discipline, character development, sex information and understanding, and driving cars or similar privileges were also forecast. Sex of child was the only variable associated with anticipated concerns. Character development and driving cars were of greater concern to mothers of boys whereas dating and social activities were concerns to mothers of girls, more than statistically expected. Supposedly, these are the areas of greatest anxiety for which parents would be most desirous of assistance. Their own suggestions of ways in which parents could be helped with either present or future concerns were mainly persons for consultation, literature, and parents' educational programs in organizations and television.

Closely related to concerns for which assistance might be desired are traits of their children which parents view most negatively. In this study they were: emotional expression, nervous and annoying habits, irresponsibility, lack of certain desirable personality traits, health problems, school and educational difficulties, and others. Converse traits viewed as pleasing, in descending order of numbers, were: personality and social traits, behavior and obedience, education and intelligence, helpfulness, appearance and grooming, independence and responsibility, character and religion, and talents and extra interests. Mothers' education was associated with perceptions of traits as desirable and undesirable. For example, mothers who at least graduated from college described intellectual and educational traits of their children as pleasing less often than expected. Were their children's achievements in reality less satisfactory, or were highly educated parents' standards so much higher that they were less likely to be pleased? Mothers of lower education, however, did not identify education and intelligence as favorable traits more than expected but did name others, particularly practical helpfulness with chores and household activities. Lower educated mothers were disinclined to name hobbies and talents as desirable traits. The lower appraisal of hobbies and talents was probably reflected in less stimulation of children to develop creative abilities. Parents themselves and their associates also were likely limited in such accomplishments; thus, the children had few models and little appreciation or reward for such interests.

Current trends in emphasizing sex education by parents in the early childhood years had caused expectations that the classification of sex and reproduction would be prominent among concerns. Instead, it was reported least among all educational concerns by only 26 persons, and a similar number (29) expressed needs regarding information about sex and reproduction. More often than expected, those who acknowledged concern lived in the more populous villages and either were very limited or had several types of previous experience with children. Most of the mothers who had a great variety of earlier experience were reared in large families and had several children of their own, very likely in association with other conditions of low levels of living such as limited education and participation from which they otherwise could have acquired more formal knowledge of reproduction. Elaborations of the desires, although few, revealed mothers' inadequate knowledge of terminology and procedures for explaining any phase of reproduction to children which they sometimes expressed in rather disguised phraseology as, "I don't know how to tell her about becoming a lady." Some of the same respondents stated that their own information had been acquired informally and that they wanted their children to be better informed. While a great deal of embarrassment and hesitancy were not obvious in interviews, the voids in this instance may have meaning. Some respondents may have passed over the classification without comprehension of interpretation or meaning to them, others may have timidly but intentionally concealed their interests or ignorance, and some may have had adequate information and materials and in reality did not have needs in this regard. There was evidence that, regardless of reasons, many mothers did not wholly respond to specific queries in terms of "concerns" about sex and reproduction. The forty-three publications selected to ascertain familiarity and desirability by respondents were categorized according to focus of information, and 27 per cent of all respondents were familiar with at least one or a similar publication whose emphasis was sex education. When desired publications were chosen, however, sex education literature was selected by more persons than any other type. Nearly three-fourths of the respondents desired one or more publications on the subject. The most popular single booklet in the desired list was clearly titled, *How To Tell Your Child About Sex*. Separately, the publications, *How Shall I Tell My Daughter*, was most familiar while the masculine counterpart, *A Boy Today, A Man Tomorrow*, was least familiar; and both publications were highly desired. Several mothers commented that they were pleased to see that a publication for boys was available.

The overall conclusion from data obtained in this study regarding parent education and utilization of resources is the same old question of which came first, the chicken or the egg, lack of utilization of resources or low education and motivation? The real question is where do we begin: by improving education or in providing resources which can only be appreciated through educational advancement? Perhaps what is needed is a joinder in which parents are informed of services and aids which are meaningful regardless of educational level. In the past, the investigators have been convinced that most parents are genuinely concerned about the welfare of their children and, no matter what their status, long for better conditions for them. They may misjudge what actually is better because of their own ignorance and lack of bases for evaluation, but the desire seems to be inherent. It is on this premise that agencies should be able to build successful parent education programs for reaching even the least cooperative groups of the past. In this special regard, the serious scrutiny of the statistical data of this study should be most fruitful.

References

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Appendix A

Titles of selected publications and numbers of mothers familiar **with each**

Number	Title
124	Your Child From Six To Twelve
103	Spock, Baby and Child Care
52	Now You Are Ten
50	Your Children and Discipline
44	How Shall I Tell My Daughter
43	Fear, What Makes My Child Afraid
37	Food and Care for Dental Health
37	For Good Teeth and A Healthy Mouth
33	Safety For School Children, A Shared Responsibility
28	Common Sense About Common Diseases
27	Eyes That See and Ears That Hear
25	Nine to Twelve
22	Helping Your Child To Know God (Series)
21	Foods For Growing Boys and Girls
19	Give Your Child a Real Meal At School
18	Six To Eight
16	Mental Health is 1 2 3
14	First Aid Facts
13	Ilg and Ames, Child Behavior
13	Growing Pains
13	How To Help Your Child Form Good Eating Habits
11	Winter Enemies
10	A Healthy Personality For Your Child
10	How To Tell Your Child About Sex
10	Parents, Teachers Of Religion in the Home
8	A Boy Today, A Man Tomorrow
7	Karelitz, When Your Child Is Ill
6	Frank and Frank, How To Help Your Child In School
6	Teaching Children About Sex In The Home
6	Your Child's Sense Of Responsibility
5	Helping Brothers and Sisters Get Along
5	Television, How To Use It Wisely With Children
4	How To Protect Children Against Prejudice
4	Your Child's Friends
844	

Titles of selected publications and numbers of mothers familiar **with similar publications**

Number	Title
85	Helping Your Child To Know God
69	Food and Care For Dental Health
66	Spock, Baby And Child Care
53	First Aid Facts
45	Food For Growing Boys and Girls
43	Karelitz, When Your Child Is Ill
38	Common Sense About Common Diseases

34	How To Tell Your Child About Sex
33	For Good Teeth and A Healthy Mouth
30	Eyes That See and Ears That Hear
28	Safety For School Children, A Shared Responsibility
24	Fear, What Makes My Child Afraid
22	Give Your Child A Real Meal At School
21	How to Help Your Children Form Good Eating Habits
21	Your Children And Discipline
19	How Shall I Tell My Daughter
19	Parents, Teachers of Religion in the Home
17	Teaching Children About Sex In The Home
17	Your Child From Six To Twelve
16	Six To Eight
15	Ilg and Ames, Child Behavior
15	Nine To Twelve
13	Growing Pains
12	Frank and Frank, How To Help Your Child In School
12	Winter Enemies
11	Mental Health Is 1 2 3
10	Now You Are Ten
7	A Healthy Personality For Your Child
7	Television, How To Use It Wisely With Children
7	Your Child's Sense of Responsibility
5	Helping Brothers And Sisters Get Along
5	Your Child's Friends
4	How To Protect Children Against Prejudice
3	A Boy Today, A Man Tomorrow
826	

Titles of selected publications and combined numbers of mothers familiar **with exact and similar publications**

Number	Title
169	Spock, Baby and Child Care 1-29*
141	Your Child From Six To Twelve 2-15
107	Helping Your Child To Know God (Series) 3-11
106	Food and Care For Dental Health 4-24
71	Your Children And Discipline 5-12
70	For Good Teeth and A Healthy Mouth 6-27
67	First Aid Facts 7-23
67	Fear, What Makes My Child Afraid 8-18
66	Common Sense About Common Diseases 9-25
66	Food For Growing Boys and Girls 10-34
63	How Shall I Tell My Daughter 11-7
62	Now You Are Ten 12-22
61	Safety For School Children, A Shared Responsibility 13-32
57	Eyes That See and Ears That Hear 14-26
50	Karelitz, When Your Child Is Ill 15-24
44	How To Tell Your Child About Sex 16-2
41	Give Your Child A Real Meal At School 17-31
40	Nine To Twelve 18-21
34	How To Help Your Children Form Good Eating Habits 19-17
34	Six To Eight 20-33

29	Parents, Teachers Of Religion In The Home 21-19
28	Ilg and Ames, Child Behavior 22-6
27	Mental Health Is 1 2 3 23-30
26	Growing Pains 24-20
23	Teaching Children About Sex In The Home 25-13
23	Winter Enemies 26-28
18	Frank and Frank, How To Help Your Child In School 27-3
17	A Healthy Personality For Your Child 28-8
13	Your Child's Sense of Responsibility 29-4
12	Television, How To Use It Wisely With Children 30-10
11	A Boy Today, A Man Tomorrow 31-5
10	Helping Brothers and Sisters Get Along 32-1
9	Your Child's Friends 33-9
8	How To Protect Children Against Prejudice 34-16
1670	

*Numbers are comparative ordinal positions for familiar (exact and similar) and desired publications (see next page)

Titles of selected publications and numbers of mothers desiring **each**

Number	**Title**
218	Helping Brothers and Sisters Get Along 1-32*
213	How To Tell Your Child About Sex 2-16
207	Frank and Frank, How To Help Your Child In School 3-27
158	Your Child's Sense Of Responsibility 4-29
137	A Boy Today, A Man Tomorrow 5-31
134	Ilg and Ames, Child Behavior 6-22
132	How Shall I Tell My Daughter 7-11
112	A Healthy Personality For Your Child 8-28
110	Your Child's Friends 9-33
107	Television, How To Use It Wisely With Children 10-30
105	Helping Your Child To Know God (Series) 11-3
105	Your Children And Discipline 12-5
103	Teaching Children About Sex In The Home 13-25
103	Karelitz, When Your Child Is Ill 14-15
82	Your Child From Six To Twelve 15-2
70	How To Protect Children Against Prejudice 16-34
62	How To Help Your Children Form Good Eating Habits 17-19
60	Fear, What Makes My Child Afraid 18-8
56	Parents, Teachers Of Religion In The Home 19-21
55	Growing Pains 20-24
52	Nine To Twelve 21-18
52	Now You Are Ten 22-12
47	First Aid Facts 23-7
47	Food and Care For Dental Health 24-4
44	Common Sense About Common Diseases 25-9
44	Eyes That See and Ears That Hear 26-14
37	For Good Teeth and A Healthy Mouth 27-6
37	Winter Enemies 28-26
35	Spock, Baby and Child Care 29-1
34	Mental Health Is 1 2 3 30-23
26	Give Your Child A Real Meal At School 31-17
26	Safety For School Children, A Shared Responsibility 32-13

25	Six To Eight 33-20
24	Foods For Growing Boys and Girls 34-10
2859	*Numbers are comparative ordinal positions for desired and familiar (exact and similar) publications (see preceding page)

Appendix B

Relationships between variables and items which were statistically significant, listed by demographic variables

Age of Child	Most Helpful Source, Primary Recall Information or Service Desired, Primary Recall Desired Selected Sources
Grade in School	Church
Sex of Child	Magazines Social Concerns Educational Desires Child's Worst Faults Most Important Concerns Future Problems
Child's Extra-Curricular Activities	Preferred Means for Obtaining Assistance Agricultural Extension Service School Library Church Commercial Company Newspaper Magazines Very Helpful Selected Sources Help From School
Child's Home Responsibilities	Most Helpful Sources, Primary Recall Information or Service Desired, Primary Recall Preferred Means for Obtaining Assistance Selected Source, Physicians Selected Source, Church Commercial Company Radio Television Newspaper Magazines Desired Selected Sources Help From School Help From Relatives, Friends Educational Desires
Bedroom Mates	Preferred Means for Obtaining Assistance Agricultural Extension Service Magazines
School Attendance	Selected Sources, Physicians School Newspaper Educational Concerns Child's Best Qualities

Age of Father	Primary Recall of Sources Most Helpful Source, Primary Recall Radio
Occupation of Father	Types of Information or Services, Primary Recall Most Helpful Source, Primary Recall Desired Sources for Information Desired, Primary Recall Reasons for Preference School Commercial Company Newspaper Magazines Help From School
Education Of Father	Primary Recall of Sources Reasons for Preference Agricultural Extension Service Health Department Library Church Commercial Company Newspaper Magazines Very Helpful Selected Sources Educational Desires Ways to Help Parents With Concerns
Father Reared On Farm	Types of Information or Services, Primary Recall Most Helpful Information, Primary Recall Preferred Means for Obtaining Assistance Reasons for Preference Selected Sources, Physicians Health Department
Father's Special Interests	Reasons for Preference Health Department Church Commercial Company Television Newspaper Magazines Desired Selected Sources Help From School
Age of Mother	Primary Recall of Sources Most Helpful Source, Primary Recall Help From Relatives, Friends
Occupation of Mother	Library Commercial Company Newspaper Help From Church
Education of Mother	Primary Recall of Sources Preferred Means for Obtaining Assistance Reasons for Preference Agricultural Extension Service Health Department School Library

	Commercial Company
	Television
	Newspaper
	Magazines
	Very Helpful Selected Sources
	Help From School
	Social Desires
	Child's Best Qualities
Home Economics Education of Mother	Preferred Means for Obtaining Assistance
	Reasons for Preference
	Agricultural Extension Service
	Health Department
	School
	Library
	Church
	Commercial Company
	Newspaper
	Magazines
	Help From School
	Educational Desires
Mother Reared on Farm	Types of Information or Services, Primary Recall
	Information or Services Desired, Primary Recall
	Health Department
	Library
	Newspaper
Mother's Special Interests	Library
	Church
	Commercial Company
	Television
	Newspaper
	Magazines
	Desired Selected Sources
	Help From School
	Educational Desires
Mother's Prior Experience	Information or Service Desired, Primary Recall
	Reasons for Preference
	Red Cross
	Commercial Company
	Newspaper
	Magazines
	Help From Health Department
	Help From School
	Educational Concerns
Family Participation	Primary Recall of Sources
	Most Helpful Sources, Primary Recall
	Desired Sources for Information Desired, Primary Recall
	Reasons for Preference
	Selected Sources, Physicians
	Agricultural Extension Service
	Health Department
	School
	Library
	Church
	Commercial Company

	Newspaper
	Magazines
	Desired Selected Sources
	Help From School
Location of Home	Commercial Company
	Newspaper
	Help From School
	Educational Concerns
Number Communities of Residence	Selected Sources, Physicians
	Help From Commercial Company
Number of Siblings	Primary Recall of Sources
	Most Helpful Information, Primary Recall
	Newspaper
	Magazines
	Desired Selected Sources
	Child's Worst Faults
Position of Siblings	Primary Recall of Sources
	Most Helpful Source Primary Recall
	Child's Worst Faults
Frequency of Newspaper	Selected Sources, Physicians
	Agricultural Extension Service
	School
	Church
	Commercial Company
	Newspaper
	Magazines
	Very Helpful Selected Sources
	Desired Selected Sources
	Help From Doctor
	Help From School
	Help From Commercial Companies
	Ways to Help Parents With Concerns
Number of Magazines	Reasons for Preference
	Agricultural Extension Service
	School
	Library
	Commercial Company
	Newspaper
	Magazines
	Help From Commercial Company

Relationships between items and variables which were statistically significant, listed by items

Primary Recall of Sources	Age of Father
	Education of Father
	Age of Mother
	Education of Mother
	Family Participation
	Number of Siblings
	Position of Siblings
Types of Information or Services, Primary Recall	Occupation of Father
	Father Reared on Farm
	Mother Reared on Farm

Most Helpful Source, Primary Recall	Age of Child Child's Home Responsibilities Age of Father Occupation of Father Age of Mother Family Participation Position of Siblings
Most Helpful Information, Primary Recall	Father Reared on Farm Number of Siblings
Information or Service Desired, Primary Recall	Age of Child Child's Home Responsibilities Mother Reared on Farm Mother's Prior Experience
Desired Sources for Information Desired, Primary Recall	Occupation of Father Family Participation
Preferred Means for Obtaining Assistance	Child's Extra-Curricular Activities Child's Home Responsibilities Bedroom Mates Father Reared on Farm Education of Mother Home Economic Education of Mother
Resasons for Preference	Occupation of Father Education of Father Father Reared on Farm Father's Special Interests Education of Mother Home Economics Education of Mother Mother's Prior Experience Family Participation Number of Magazines
Selected Publications	None
Selected Source, Physicians	Child's Home Responsibilities School Attendance Father Reared on Farm Family Participation Number of Communities of Residence Frequency of Newspaper
Selected Source, Agricultural Extension Service	Child's Extra-Curricular Activities Bedroom Mates Education of Father Education of Mother Home Economics Education of Mother Family Participation Frequency of Newspaper Number of Magazines
Selected Source, Health Department	Education of Father Father Reared on Farm Father's Special Interests Education of Mother Home Economics Education of Mother Mother Reared on Farm

	Family Participation
Selected Source, Red Cross	Mother's Prior Experience
Selected Source, School	Child's Extra-Curricular Activities School Attendance Occupation of Father Education of Mother Home Economics Education of Mother Family Participation Frequency of Newspaper Number of Magazines
Selected Source, Library	Child's Extra-Curricular Activities Education of Father Occupation of Mother Education of Mother Home Economics Education of Mother Mother Reared on Farm Mother's Special Interests Family Participation Number of Magazines
Selected Source, Church	Grade in School Child's Extra-Curricular Activities Child's Home Responsibilities Education of Father Father's Special Interests Home Economics Education of Mother Mother's Special Interests Family Participation Frequency of Newspaper
Selected Source, Commercial Company	Child's Extra-Curricular Activities Child's Home Responsibilities Occupation of Father Education of Father Father's Special Interests Occupation of Mother Education of Mother Home Economics Education of Mother Mother's Special Interests Mother's Prior Experience Family Participation Location of Home Frequency of Newspaper Number of Magazines
Selected Source, Radio	Child's Home Responsibilities Age of Father
Selected Source, Television	Child's Home Responsibilities Father's Special Interests Education of Mother Mother's Special Interests
Selected Source, Newspaper	Child's Extra-Curricular Activities Child's Home Responsibilities School Attendance Occupation of Father Education of Father Father's Special Interests Occupation of Mother Education of Mother

	Home Economics Education of Mother Mother Reared on Farm Mother's Special Interests Mother's Prior Experience Family Participation Location of Home Number of Siblings Frequency of Newspaper Number of Magazines
Selected Source, Magazines	Child's Extra-Curricular Activities Child's Home Responsibilities Bedroom Mates Occupation of Father Education of Father Father's Special Interests Education of Mother Home Economics Education of Mother Mother's Special Interests Mother's Prior Experience Family Participation Number of Siblings Frequency of Newspaper Number of Magazines
Selected Source, Relatives, Friends	None
Very Helpful Selected Sources	Child's Extra-Curricular Activities Education of Father Education of Mother Frequency of Newspaper
Desired Selected Sources	Age of Child Child's Home Responsibilities Father's Special Interests Mother's Special Interests Family Participation Number of Siblings Frequency of Newspaper
Help From Physician	Frequency of Newspaper
Help From Agricultural Extension Service	None
Help From Health Department	Mother's Prior Experience
Help From Red Cross	None
Help From School	Child's Extra-Curricular Activities Child's Home Responsibilities Occupation of Father Father's Special Interests Education of Mother Home Economics Education of Mother Mother's Special Interests Mother's Prior Experience Family Participation Location of Home Frequency of Newspaper
Help From Library	None
Help From Church	Occupation of Mother

Help From Commercial Company	Number of Communities of Residence Frequency of Newspaper Number of Magazines
Help From Relatives, Friends	Child's Home Responsibilities Age of Mother
Physical Concerns	None
Physical Desires	None
Social Concerns	Sex of Child
Social Desires	Education of Mother
Educational Concerns	School Attendance Mother's Prior Experience Location of Home
Educational Desires	Sex of Child Child's Home Responsibilities Education of Father Home Economics Education of Mother Mother's Special Interests
Emotional Concerns	None
Emotional Desires	None
Child's Best Qualities	School Attendance Education of Mother
Child's Worst Faults	Sex of Child Number of Siblings Position of Siblings
Most Important Concerns	Sex of Child
Ways to Help Parents With Concerns	Education of Father Frequency of Newspaper
Future Problems	Sex of Child
Ways to Help Parents With Future Problems	None

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R. L. Lovvorn, Director of Research

Bulletins of this station will be sent free to all citizens who request them.